

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Calshot Primary School
Number of pupils in school	Y1 - Year 6: 360
Proportion (%) of pupil premium eligible pupils	31.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	FGB
Pupil premium lead	Mr M Wingrove
Governor / Trustee lead	Mrs A Shergill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100875.00
Recovery premium funding allocation this academic year	£6767.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107642.00

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is a direct grant from the Department for Education which schools utilise to raise the achievement of under-privileged pupils (normally pupils entitled to Free School Meals, Ever 6 FSM, 'Looked After Children' and 'Post Looked After Children').

At Calshot Primary School we are committed to promoting the progress and attainment of all our pupils, whatever their backgrounds, so that they can strive to achieve their full potential. The targeted and strategic use of Pupil Premium will support us in achieving this vision.

Pupil Premium funding will be used to:

- Support the quality of teaching, such as staff professional development;
- Provide targeted support, such as tutoring; and
- Tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered, or qualify, for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils, the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A proportion of our EY/KS1/KS2 PP Pupils have SEND - 21%
2	A high proportion of our PP Pupils have a high level of emotional needs - 30%
3	A high proportion of our Persistent Absentees are PP Pupils (pre Covid)- 35%
4	A proportion of PP Pupils struggled to access remote learning during the pandemic, this has impacted on the levels of progress made (particularly in Maths)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
PP Pupils, who have special educational needs across the school, to make the same level of progress as other pupils with similar starting points	PP Pupils, who have special educational needs across the school, will make the same level of progress as other pupils with similar starting points
PP Pupils, who have a high level of emotional need, to make the same level of progress as other pupils with similar starting points	PP Pupils, who have a high level of emotional need, will make the same level of progress as other pupils with similar starting points
Percentage of PP Persistent Absentees to fall in line with the percentage of Non-PP Persistent Absentees (remain below the national average of 8.3%)	PP Persistent Absentees will fall in line or lower than the percentage of Non-PP Persistent Absentees
PP Pupils to make the same level of progress as non-PP Pupils	PP Pupils will make the same level of progress as non-PP Pupils

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2080.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to complete NTP intervention training	Teaching Assistants will have a thorough understanding of the needs of pupils that are engaging in group, 1:1 interventions across school <ul style="list-style-type: none"> - CPD Records - Intervention Records - Assessment Data - Pupil work in books 	2
SEND training program for all teachers- Autism, Dyslexia, Speech and language, Attachment Disorders	Teachers will be skilled in addressing SEND concerns in the classroom so SEND pupils are able to access learning to the best of their ability <ul style="list-style-type: none"> - CPD Records - Individual Target Plans - Assessment Data - Pupil work in books - SEND scrutinies - SEND Learning Walks 	3
Mastery in Maths Qualification for 2 teachers	Teachers will be skilled in addressing Maths concerns in the classroom so all pupils are able to access learning to the best of their ability <ul style="list-style-type: none"> - CPD records - Assessment Data - Pupil work in books - Maths scrutinies - Maths Learning Walks 	1
LA Attendance Training- Fast Track	Deputy Head will be able to support parents so they engage with school and make sure all pupils attend daily	1

	- Attendance records	
MHLS Training for Mental Health Leads	Mental Health concerns can be supported in school and external support offered where appropriate - CPD Records - Pupil Interviews	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £93922.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to receive quality first wave teaching and learning experiences within the classroom with Class Teachers and Teaching Assistant support	Pupils are engaging in lessons across school that promote enjoyment, challenge and attainment - School Vision - Assessment Data - Pupil work in books - Pupil Interviews - Learning Walks - Book Scrutinies	2
Identified pupils to engage in focused one-to-one and group interventions, focusing on their area of need, supported by SEND Lead and 1x UPS3 Teacher	Pupils are engaging in group, 1:1 interventions across school - Intervention Records - Assessment Data - Pupil work in books (£24761.00) SP& IA	2
Identified pupils to engage in focused one-to-one and group interventions, focusing on their area of need, supported by Teaching Assistants	Pupils are engaging in group, 1:1 interventions across school - Intervention Records - Assessment Data - Pupil work in books (£69161.00) TA	2
Identified pupils to receive extra pastoral support from their class	Pupils are able to engage in group, 1:1 interventions across school	1

teacher and Teaching Assistant before school, during playtimes and after school, in order to break down emotional barriers to learning	- Pupil Interviews	
Year 6 Booster classes	PP Pupils to come to all Y6 Booster lessons - Booster registers - Intervention Records (£1800.00)	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11640.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils to attend social skills/anger management/mentoring sessions, which are led by the school's Learning Team	Pupils are able to engage in group, 1:1 interventions across school - Pupil Interviews (£8640.00)- MW	1
Persistent Absences to be monitored by the DHT on a half termly basis	Pupils to attend school daily - School Attendance data	1
The attendance of PP Pupils to be monitored every two weeks by the DHT and remedial action taken if it falls below 90% (inc letter to parents raising initial concern, face-to-face meetings with the DHT, face-to-face meetings with the Attendance Governor and LA 'FastTrack' Scheme')	Pupils to attend school daily - School Attendance data	1
PP Pupils participate in	PP Pupils to attend after school clubs	1

after school sports clubs	- Club attendance registers (£300.00)	
PP Pupils are able to have violin and guitar music lessons in school	PP Pupils to attend violin and guitar music lessons if they wish to - Music lesson registers (£700.00)	1
All PP Pupils are able to attend education visits, including residential visits	PP Pupils to attend all visits - Class visit registers (£2000.00)	1

Total budgeted cost: £107642.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- Part funding for two teachers to work with pupils in KS1 and KS2, so that the needs of these pupils can be catered for through intervention groups outside of the classroom.
- Part funding for five Teaching Assistants to work within KS2 classes, so that the needs of pupils can be catered for in small groups within the classrooms.
- Part funding for two Teaching Assistants to work during the afternoons with KS2 pupils, outside of the classroom, providing focused support in a group situation, or on a one-to-one basis.
- Part funding for a Teaching Assistant to work during the mornings with Foundation Stage and KS1 pupils, inside and outside of the classroom, providing focused support in a group situation, or on a one-to-one basis, with a particular focus on EAL and SEND.
- Part funding for one Teaching Assistant to work with KS1 pupils, inside and outside of the classroom, providing focused support in a group situation, or on a one-to-one basis.
- Part funding for one Teaching Assistant to work across the Foundation Stage, inside and outside of the classroom (including outdoor learning), providing focused support in a group situation, or on a one-to-one basis.
- Funding for educational visits to subsidise the cost of trips for PP pupils.
- Funding for extra resources in English, Mathematics and Science to ensure that relevant pupils have access to quality resources.
- Funding for ICT improvements to ensure that relevant pupils had access to computers, laptops and ipads.
- Funding for peripatetic Music lessons to subsidise the cost of lessons for PP pupils
- 100% of Pupil Premium Pupils attended trips and curriculum enrichment activities.
- ALL Pupil Premium Pupils had the opportunity to learn a musical instrument if they wished to do so (guitar and violin).

Percentage of Pupils Making Good Progress (2021)

Year Group	PP Number (in cohort)	Reading	Writing	Mathematics
1	17	94%	94%	100%
2	20	80%	85%	90%
3	14	79%	50%	93%
4	15	87%	73%	87%
5	17	88%	53%	78%
6	23	92%	96%	92%

Impact

Progress from KS1 to KS2 (2021) - 23 Pupils

- Due to Covid-19 pandemic we were not able to sit SAT tests we have no national data to show impact.