



Pupil premium strategy statement

School overview 2019-20

Metric	Data
School name	Charlton Horethorne CE Primary School
Pupils in school	57 Pupils
Proportion of disadvantaged pupils	3 Pupils (5%)
Pupil premium allocation this academic year	£4940
Academic year or years covered by statement	2018-20
Publish date	November 2019
Review date	November 2020
Statement authorised by	Phillip Sales (Head of School)
Pupil premium lead	Phillip Sales (Head of School)
Governor lead	Amanda Mackintosh (SEN Governor)

Disadvantaged pupil progress scores for last academic year (3 pupils)

Measure	Score
Reading	100 % Expected +
Writing	100 % Expected +
Maths	33% Expected +

Strategy aims for disadvantaged pupils

At the end of 2019 academic year there were no PP pupils at the end of year 6

Measure	Score
Meeting expected standard at KS2	No pupils
Achieving high standard at KS2	No pupils

Measure	Activity
Priority 1	To support PP children by small reading and writing intervention groups with a focus on spelling and reading comprehension
Priority 2	To support PP children and others with high quality ELSA (Emotional Literacy) sessions. TA to continue to be trained with this

Barriers to learning these priorities address	Specific reading and writing needs for these pupils and helping with emotional needs that may affect achievement
Projected spending	£4940 (whole budget)

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To continue to achieve inline or above national averages at both KS1 and KS2	Sept 2020
Progress in Writing	To continue to achieve inline or above national averages at both KS1 and KS2	Sept 2020
Progress in Mathematics	To raise attainment and progress in Maths at KS2 to be inline with national averages	Sept 2020
Phonics	To continue with high attainment in this area of the curriculum (2019 86%)	Sept 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	For teaching assistant to work with PP children in small group intervention to support them achieving expected standard at the end of KS2. (All 3 pupils in upper KS2)
Priority 2	To implement and improve our spelling, reading and handwriting resources and provision to support our curriculum further
Barriers to learning these priorities address	Specific maths support for children to help with KS2 SATs tests
Projected spending	£3500 over the academic year

Wider strategies for current academic year

Measure	Activity
Priority 1	To disseminate ELSA training to support disadvantaged children with emotional needs.
Priority 2	Further training for school ELSA including Lego therapy

Priority 3	Music tuition to ensure all children have the opportunity to learn an instrument in school
Barriers to learning these priorities address	Emotional literacy needs for pupils to help them raise achievement in school
Projected spending	£1440

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given for quality staff professional development	Time on INSET days and whole staff meetings to be used to support
Targeted support	Ensuring enough time is given for small group interventions	This group to be supported by Maths Lead and Head of school where needed.
Wider strategies	Engaging families with support at home	Workshops and meetings with parents. E.g. SATS

Review: last year's aims and outcomes

Aim	Outcome
TA to support PP children by small reading and writing intervention groups with a focus on spelling and reading comprehension	100% of PP pupils achieved expected standard in reading and writing with 1 pupil achieving greater depth
TA to receive ELSA training from Somerset CC and then work with children to support and develop their emotional literacy skills	ELSA group now set up and running effectively in school with children receiving great support for emotional needs.
Fund and support new reading and spelling resources to support these pupils in class including online programme for intervention.	This has started well but still needs some time and energy invested to support all pupils with specific needs for spelling and reading. This remains a priority for the coming academic year.