# Image result for church lane primary school

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## Pupil Premium Strategy Statement

## School overview

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| **Metric** | **Data** |
| School name | Church Lane Primary School and Nursery |
| Pupils in school | 208 |
| Proportion of disadvantaged pupils | 34% |
| Pupil premium allocation this academic year | £101,274 |
| Academic year or years covered by statement | 2019-22 |
| Publish date | 01 December 2019 |
| Review date | 01 November 2020 |
| Statement authorised by | Callum Clay |
| Pupil premium lead | Jason Barratt |
| Governor lead | Barbara Jones |

## Disadvantaged pupil progress scores for last academic year

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| **Measure** | **Score** |
| Reading | -3.9 |
| Writing | -1.95 |
| Maths | -0.61 |

## Disadvantaged pupil performance overview for last academic year

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| **Measure** | **Score** |
| Meeting expected standard at KS2 | 47% |
| Achieving high standard at KS2 | 0% |

## Strategy aims for disadvantaged pupils

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| **Measure** | **Activity** |
| Priority 1 | To ensure our pupils receive support to manage their Personal, social, emotional and mental wellbeing. |
| Priority 2 | Continue to support children’s progress/home learning in core subjects using Maths Whizz and Nessy. |
| Priority 3 | Provide an enriching curriculum |
| Priority 4 | To provide support for Children who are in receipt of PP and are on the SEN register. |
| Priority 5 | To ensure all PP children receive support to increase progress and attainment in R,W, M |
| Priority 6 | To increase the percentage of PP children achieving the Greater Depth Standard in R, W and M. |
| Barriers to learning these priorities address | -Children baseline very low on entry  -Children have poor reading skills  - Low ambition  -Some home learning environments lack support for pupils in particular with communication and English Skills.  -Children have limited vocabulary and life skills  -Social and emotional needs  -Some low income families find it hard to afford extra enrichment activities and access to resources.  -Parental engagement |
| Projected spending | £101,175 |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date** |
| Children in receipt of pupil premium who are on the SEN register make good progress.  Ensure children receive intervention | Ensure that work is sufficiently differentiated so that those children who are in receipt of PP and are on the SEN register make good progress.  Ensure immediate intervention is given to ensure children do not plateau or fall behind. | Sept 21 |
| Increase % of children who achieve the expected standard in Reading, Writing and Maths; increase % of children who achieve the greater depth standard in Reading, Writing and Maths and increase the progress of disadvantaged pupils across all 3 subjects. | Achieve in line or above national average for progress and attainment scores in KS2 Reading, Writing and Maths for disadvantaged pupils. | Sept 21 |
| Phonics | To be inline or above national for those who achieve the expected standard in the Phonics Screening Check | Sept 21 |
| Provide an enriching curriculum | Children to be receiving a knowledge rich curriculum that supports with diminishing the gap between PP and non-pp pupils. | Sept 21 |

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| **Measure** | **Activity** |
| Priority 1 | Ensure all relevant staff (including new staff) have received RWI training to deliver the phonics scheme and its interventions effectively.  Children to have access to high quality materials to support with interventions and home reading. |
| Priority 2 | Ensure school has sufficient adult support to assist learning for disadvantaged pupils through wave 1, 2 and 3 interventions. |
| Priority 3 | School to buy into the Stapps service so that our PP pupils with SEND are assessed. This will ensure staff receive intervention strategies to support with the progress of this group. |
| Barriers to learning these priorities address | Children baseline very low on entry  -Children have poor reading skills  Children have limited vocabulary and life skills  -Social and emotional needs  -Some low income families find it hard to afford extra enrichment activities and access to resources.  -Parental engagement |
| Projected spending | £81,930 |

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | Children have opportunities to use online phonics/reading programme (Nessy) This programme supports children with word reading and can also be used to establish if a child has dyslexia.  Children have access to an online mathematics program (Maths Whizz). This can be used for interventions and can track children’s progress through an in-depth analysis.  Both of these programmes are used for home learning as children are supported by the online programme and therefore do not need to rely on parental knowledge/understanding. After school clubs offered to those who do not have access to programme online. |
| Priority 2 | Trained teaching assistants deliver Wave 1, 2 and 3 interventions. |
| Barriers to learning these priorities address | Encouraging wider reading- typically an area of weakness |
| Projected spending |  |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | The hiring of a highly trained member of staff who provides children with emotional and mental health interventions.  Many of our Pupil Premium children are open to Team Around the Child (TAC), Children in Need (CiN) and Child Protection (CP); This member of staff will provide families, who are involved with these plans, with support.  This member of staff also supports families who have needs (Take them to the children’s centre to attend parenting classes). |
| Priority 2 | The school aims to offer pupil premium pupils additional rich curriculum activities. We ensure we have many visitors (one a half term) who offer first-hand experiences in curriculum areas and provide cultural capital. We have regular visits from authors who provide workshops to pupils to try to inspire them to become more ambitious. Furthermore, music workshops are purchased regularly and at least once a year we pay for a CSI workshop where the children become investigators for the day in a fully immersive experience. All are purchased to provide children with experiences that they may not otherwise have – to ensure they have high aspirations for later life. |
| Barriers to learning these priorities address | -Lack of life experiences  -Low starting points  -Low ambition |
| Projected spending |  |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided by senior leaders |
| Targeted support | Ensuring interventions do not impact curriculum time. | Clear timetable in place for each class of when children will receive interventions. |
| Wider strategies | Engaging the families facing most challenges | Working closely with the LA and other agencies to support our hardest to reach families. |
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## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| Children in receipt of pupil premium who are on the SEN register make good progress.  Ensure children receive intervention | Prior to COVID-19, children had been SNAP assessed.  An intervention timetable has been created to monitor and track intervention. Pupils have received regular interventions. |
| Increase % of children who achieve the expected standard in Reading, Writing and Maths; increase % of children who achieve the greater depth standard in Reading, Writing and Maths and increase the progress of disadvantaged pupils across all 3 subjects. | Due to COVID-19, children did not complete any formal assessments (SATs) |
| Phonics | Prior to COVID-19, children’s phonics was regularly assessed and on track to being in line with expected standard. |
| Provide an enriching curriculum | Prior to COVID-19, children were taken on trips (Paris, Hilltop, Rand Farm – residential trips) as well as educational trips such as visits to castles, the space centre and a variety of museums.  A challenging, progressive curriculum has been written to empower the children’s learning. They become owners of their own learning in the hope of rapid progress. |

Reviewed October 2020 by Jason Barratt