

**Pupil premium strategy statement: Church Lane Primary School and Nursery**

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| 1. **Summary information** | | | | | |
| **School** | Church Lane Primary School and Nursery | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | £118,260 | **Date of most recent PP Review** | October 2018 |
| **Total number of pupils** | 198 | **Number of pupils eligible for PP** | 77 | **Date for next internal review of this strategy** | March/ April 2019 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for Pupil premium* | *All pupils (NA)* |
| **% Expected standard and above in R,W and M.** | **39%** | **61%** |
| **% making expected progress in Reading** | **72%** | **78%** |
| **% making expected progress in Writing** | **69%** | **77%** |
| **% making expected progress in Maths** | **78%** | **83%** |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
| **A.** | Poor reading skills |
| **B.** | Social and emotional needs |
| **C.** | Limited vocabulary and life experiences. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **A** | Some low-income families find it hard to afford extra enrichment activities and access to resources. |
| **B** | Parental engagement with school |
| **C** | Some home learning environments lack support for pupils ‘ communication and English skills’ |

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| 1. **Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | Accelerated progress of all pupil premium pupils | Ensure the amount of PP children reaching the expected standard in Reading, Writing and Maths is in line with their peers. Assessment tracking system monitoring to corroborate predictions and outcomes. Pupil premium progress and pupil progress reviews to take place termly for staff accountability. |
|  | Increased parental engagement through use of incentives particularly in reading. | Ensure children read regularly at home with parents (3x a week as regards to school policy). Reading incentive to be continued, which measures how often, children read at home. The aim is that this will then have an impact on reading results and writing. Try to increase parental engagement by having opportunities in school/workshops for parents to come in and listen to their children read. |
|  | Increase the number of PP pupils reaching greater depth across the curriculum | Quality interventions leading to accelerated learning and achievement. Budget allocation for new resources to support interventions. Intervention timetable to be set up by Autumn 1 to ensure optimum support and challenge. |
|  | Continue to support children’s progress/home learning in core subjects using Maths Whizz | Children will be set homework regularly, which will include using Maths whizz. The Maths whizz programme has had a huge impact on children’s attitudes to Maths. Staff will be able to track the children’s usage and progress and set additional tasks that are linked to what has been taught during the week. |
|  | Provide an enriching curriculum | PP children tend to lack life experiences, which in turn have an impact on creativity etc in terms of writing. Children will receive support in being able to afford trips; school will invite external companies into school in order to provide children with experiences. Through the use of a play co-ordinator, PP children with social/ emotional needs will be supported in being part of a group and taking part in play activities. A new forest school is looking at being installed and is in the planning process to support PP children and their learning. |
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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2018/19** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Increase the number of PP pupils reaching expected and greater depth across the curriculum  Accelerated progress of all pupil premium pupils | To hold after school clubs for high achievers to support achieving greater depth in R, W and M (11+club)  To deliver 1:1/ small group tuition/ interventions to boost lower ability PP children.  T.As and class teachers carry out effective interventions daily during assembly times.  SENCO delivering interventions from October on Reading and Writing to boost LA chn.  Trained TAs to carry out key interventions in RWI reading comprehension, fresh start, memory games etc. | Data shows that disadvantaged pupils fell behind national standards (attainment) in R,W and M in terms of reaching expected and greater depth.  Data for 2017/18 in the school showed very positive progress measures where additional support and interventions were implemented. In 2017/18, interventions were put into place however children were not seen to be progressing as successfully as we would like, this means we will be re looking at interventions taking place in order to make an impact on Reading, Writing and Maths. | We will carry out 1:1 staff meetings, 1:1 T.A meetings, quality control of interventions, progress meetings, intervention maps and governor monitoring. We are using TA expertise to deliver high quality interventions to children, these include: memory, speech and language, colourful semantics, fresh start and sentence structure. Other TA’s are also being trained up to deliver these high quality programs to assist too.  Groups will be tracked termly and assessment information will be analysed.  Focus pupils identified through pupil progress meetings will have outcomes tracked to determine effectiveness of the support. | **CC AD RB** | **November 2019**  **March 2019** |
| **Total budgeted cost** | | | | | £87,700 |
| **Outcome**  An impact has been made with the use of interventions and TA support to improve PP children reaching expected and greater depth across the curriculum (See attached sheet for breakdown in Reading Writing and Maths). After school clubs have been delivered to support more able children including 11+ club-enabling children to be prepared and ready to sit the 11+ exams in October. Fresh Start interventions have shown an impact on children’s progress in reading and writing with the current Year 5 class, this will continue next year starting from Year 3 upwards including Year 4 and 5. | | | | | |

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| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implement action?** |
| Accelerate the progress of all pupil premium pupils  Increase the number of PP pupils reaching expected and greater depth across the curriculum | Teaching assistants to support PP pupils within classes across school including interventions.  SENDCO to deliver interventions in the afternoons to PP. | Large proportions of our pupil premium children also have special educational needs. SENDCO will provide targeted intervention to these specific children.  Data for 2017/18 in the school showed very positive progress measures where additional support and interventions were implemented.  Pupil premium children achieving expected standard and greater depth standard was below national average. | Groups will be tracked termly and assessment information will be analysed.  Focus pupils identified through pupil progress meetings will have outcomes tracked to determine effectiveness of the support. | CC RB JB | November 18  March 19  July 19 |
| **Outcomes**  An impact has been made with the use of TA’s for interventions with PP chn. SEN children are receiving extra interventions to support with acquired needs alongside their targets set and targeted by the class teacher, by SENDCO and TA’s either as early morning work or during assembly times. The less able children in all three core areas –Maths, Reading and Writing need to continue to be targeted next year. | | | | | |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Increased parental engagement through use of incentives particularly in reading. | Give children incentive to want to read at home to parents.  Hold workshops where children read with their parents in school. | Parents are key in supporting effective learning as shown by a number of research projects (Sutton Trust).  Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regularly read with their child and complete homework. | The reading incentive and its impact will be tracked carefully. Mrs Barratt will monitor the incentive weekly through assemblies alongside KS2 staff. Teachers will keep a close eye on own class. Mrs Barratt to deliver introductory assembly first week back.  Mr Barratt to organise parent workshops where they can come in to read with their children in class and see the work that is done in school. | RB CC JB | December 18  March 19  July 19 |
| **Outcomes**  Parents and children are engaging more and reading at home in order to achieve the next ‘prize’, which is an incentive to support parents and children reading at home. A larger prize is given at the end of the year to reward children for their reading over the year. This will continue to be embedded next year using a reading incentive. If children are not reading at home due to time restraints they are offered the chance to ask to read to an adult in school and still receive a ‘stamp’ earning towards the reward. | | | | | |
| Continue to accelerate children’s progress in Maths using Maths Whizz. | Children have opportunity to learn and consolidate Maths skills at home. | Maths whizz has already dramatically changed the attitudes towards Maths within school.  Provides another tool of assessment for teachers to use.  Teachers are able to monitor/ set tasks for children to complete. | Maths whizz has already been thoroughly embedded throughout school. We will continue to have weekly competitions where the children can win certificates and a termly medal winner. Maths whizz will continue to be incorporated into daily maths teaching. | CC JB RB | On-going |
| **Outcome**  Maths Whizz and Lexia have been used throughout the Year and available to all classes. Maths Whizz has made an impact on all classes using this as lessons are tailored to children’s individual needs and topics can be set which have been completed in class time so children and consolidate their learning. Lexia on the other hand, has been used most often in Year 2 in their early morning interventions however, this was replaced in December with a program called Nessy to see if this has more of an impact on progress. To counteract this, Mr Barratt is working on a project to engage parental involvement in their child’s reading at home and has completed questionnaires with barriers affecting reading at home. This has then been addressed with the use of leaflet provided if it question idea based etc to support parents at home and how to improve the understanding of reading. | | | | | |
| Provide an enriching curriculum | Children will have an opportunity to be involved in a wide variety of experiences through the use of trips, workshops etc. | Children lack experiences and are unable to draw on them during Topic and English work. This can sometimes hinder the children’s creativity during writing in particular.  Forest school is in planning process currently. | School will plan and book events for the children to observe/take part in for example theatre companies, dance companies, local museums etc. | Teaching staff | On-going |
| **Outcome**  A range of exciting opportunities have been organised this year to ensure a wide variety of experiences can be had by all children but in particular for PP children. This has included workshops, theatre companies coming in and also visiting, cultural visits, local trips etc. This has proved a huge success for all children to be able to give them the life experiences and linking to Topic and English lessons. | | | | | |
| Support children with social and emotional needs | Children will have the opportunity to speak to a ‘listening lady’ and/or counsellor if required to support with social and emotional needs. | Children with social and emotional needs have the opportunity to speak to Karen ‘listening lady’ or a counsellor to support with their home or school life.  The children are given 1:1 time to talk about any worries and issues. | SENDCO will organise which children require these services due to urgency every week on a Wednesday. | SM Teaching staff | On-going |
| **Outcome**  The listening lady is in every Wednesday and has a huge impact on the selected PP chn who require extra social and emotional needs and support with their home and school life. These are arranged by class teacher/ SENDCO where issues have been raised from the previous week. | | | | | |
| **Total Budget** | | | | | £30,560 |