# 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 | 203 |
| Proportion of disadvantaged pupils | 41% |
| Pupil premium allocation this academic year | £113,633 |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | October 2020 |
| Review date | November 2021 |
| Statement authorised by | Callum Clay |
| Pupil premium lead | Jason Barratt |
| Governor lead | Barbara Jones |

## Disadvantaged pupil progress scores for last academic year (2019 due to Covid-19)

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

## Disadvantaged pupil performance overview for last academic year (2019 due to covid 19)

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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 Mathletics and Nessy. |
| Priority 3 | Provide an enriching curriculum with good quality educational resource. |
| 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 |
| 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 | £113,633 |

## Teaching priorities and targeted academic support 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.  Children to receive targeted intervention | Ensure that work is sufficiently challenging and progressive with no ceiling on it, so that those children who are in receipt of PP and are on the SEN register make good progress and/or catch up due to COVID-19.  SENDCo to ensure that children are assessed quickly and any difficulties picked up early. With support of an IEP.  All children will undergo a SNAP assessment so that interventions are targeted to areas of need.  IT support for disadvantaged  Ensure there is a catch up programme so that pupils have the opportunity to catch up. This will ensure we ‘diminish the difference’ in attainment across school. | July 2021  January 2021 – July 2021 |
| Increase % of children who achieve the expected standard in Reading, Writing and Maths. | Achieve in line or above national average for progress and attainment scores in KS2 Reading, Writing and Maths for disadvantaged pupils. | July 2021 |
| Phonics | To be inline or above national for those who achieve the expected standard in the Phonics Screening Check | July 2021 |
| Provide an enriching curriculum with high quality resources (home learning) | Ensure pupils have opportunities to have high quality learning even when working from home in the event of COVID related illnesses. | Sept 20 – July 21 |

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| **Measure** | **Activity** |
| Priority 4 | Children will have access to Listening lady (play therapy) if they are assessed and require the intervention.  Trained staff will monitor the emotional wellbeing of selected children to ensure they have the tools (emotionally and academically) to achieve in class.  ELSA trained staff will work with select children on a six-weekly programme to improve their emotional literacy.  Children have access to Sophie and Kirsten.  We have purchased Specialist teacher Assessment Services to support the children where appropriate. |
| Priority 5 | Daily/regular interventions will take place – pupils in this catchment will have their data monitored and tracked.  A challenging and progressive curriculum has been created to ensure all attainment levels are catered for and all pupils can reach their goals and beyond.  An afternoon time has been written in to the timetable to ensure all pupils have access to interventions.  Feedback is given every session and time allowance for children to have intervention. |
| 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 | £ |

## 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).  Members of staff are participating in mental health first aid course.  2 members of staff doing an ELSA course – highlighting children’s needs, who are then given emotional literacy interventions. |
| Priority 2 | The school has purchased more home reading books on top of the library full of new school ‘reading-for-pleasure’ books.  Phonics book bags have been purchased and phonics videos have been emailed home.  Nessy has been purchased to improve children’s knowledge around phonics too.  Mathletics has been purchased to support children with Maths at home. |
| Priority 3 | 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.  GoogleClassroom has been set up for children to use in the event of having to self-isolate. Tutorial videos have been created to support families with this.  Dongles have been purchased for those Pupil Premium children who may struggle to access online learning.  An online learning curriculum is uploaded to the school’s website weekly to offer an enriched curriculum even when pupils are unable to attend due to COVID related illnesses. |
| 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** |
| Time/Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days, Staff meetings and additional cover being provided by PPA covers |
| 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. |
| COVID-19/Catch up | Due to COVID-19 lockdown, many children are behind the age related expectations (approximately 3 months).  Children will require a catch up programme. | Ensure an intervention timetable is in place, this may include time for interventions during lesson feedback or dedicated afternoon intervention sessions. As well as separate small group intervention time. |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
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