

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

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| 1. **Summary information**
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| **School** | Church Lane Primary School and Nursery |
| **Academic Year** | 2016/17 | **Total PP budget** | £93,720 | **Date of most recent PP Review** | Oct 6th 2016 |
| **Total number of pupils** | 186 | **Number of pupils eligible for PP** | 79 | **Date for next internal review of this strategy** | April 6th 2017 |

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| 1. **Current attainment**
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|  | *Pupils eligible for Pupil premium*  | *Pupils not eligible for Pupil Premium (NA)* |
| **% Expected standard in R,W and M.**  | **38%** | **69%** |
| **Progress Score in Reading** | **0.4** | **2** |
| **Progress Score in Writing** | **4.8** | **1.7** |
| **Progress Score in Maths** | **1.9** | **2.7** |

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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 intelligence |
|  **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  |
| **B** | Parental engagement with school |
|  **C** | Some home learning environments lack support for pupils ‘ communication and Literacy skills’ |

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| 1. **Outcomes**
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|  | *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. Set up an incentive, 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 Spring 1 to ensure optimum support and challenge.  |
|  | Continue to support children’s progress/home learning in core subjects using Maths Whizz/Lexia. | Children will be set homework regularly, which will include using Lexia and 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.  |

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| 1. **Planned expenditure**
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| **Academic year** | **2016/17** |
| 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**
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| **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 greater depth across the curriculumAccelerated progress of all pupil premium pupils | To hold an after school club for high achievers to support achieving greater depth in R, W and M. To deliver 1:1, 1:2 tuition to boost lower ability children. Employ T.As so that teachers can carry out effective interventions. Employ a full time SENCO to carry out key interventions for example RWI reading comprehension |  Data shows that disadvantaged pupils fell behind national standards (attainment) in R,W and M in terms of reaching greater depth. Data for 2016 in the school showed very positive progress measures where additional support and interventions were implemented | Develop T.As in line with the mobilise project that the school is part of. We will carry out 1:1 staff meetings, 1:1 T.A meetings, quality control of interventions, progress meetings, intervention maps and governor monitoring. 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** | **January 2017****March 2017** |
| **Total budgeted cost** | £78,769 |

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| 1. **Targeted support**
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| **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?** |
| Accelerate the progress of all pupil premium pupilsIncrease the number of PP pupils reaching greater depth across the curriculum | Teaching assistants to support pupils within classes across school.Year 6 early morning intervention group. Employ a full time SENDCO to deliver interventions. | Large proportion of our pupil premium children also have special educational needs. SENDCO will provide targeted intervention to these specific children.Data for 2016 in the school showed very positive progress measures where additional support and interventions were implemented. Pupil premium children achieving 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 RJ JB | November 16March 17July 17 |
| 1. **Other approaches**
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| **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. Miss Jackson will monitor the incentive weekly through assemblies. Teachers will keep a close eye on own class. Miss Jackson to deliver introductory assembly first week back.Miss Jackson 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.  | RJ CC | December 16March 17July 17 |
| Continue to accelerate children’s progress in Maths and reading using Maths Whizz/Lexia. | Children have opportunity to learn and consolidate Maths/reading 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 | On-going |
| Provide an enriching curriculum | Children will have an opportunity to be involved in a wide variety of experiences.  | 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.  | 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 |
| **Total Budget** | £13,115 |
| Evaluation**Summary of Impact** In the year 2016-2017 the school had 79 children entitled to the Free School Meals element of the Pupil Premium (£1,320) and 3 children entitled to the service children element (£300). At the end of Key Stage 2 in 2017, the progress of children (4 pupils), receiving the Pupil Premium Grant compared to those not receiving the Pupil Premium Grant showed a gap in reading however Writing and Maths were nearly identical. Children who received pupil premium showed a progress score in Reading of -3.59 compared to -0.35 for those who did not receive the grant therefore this will be an area to address on the schools development plan. Across the school as a whole, at the end of the academic year 2016-2017, the progress of children receiving the Pupil Premium Grant showed a similar picture to the findings above Maths and writing data was comparative however reading showed a gap between those who receive and do not receive funding. The impact of the above initiatives on pupil progress is carefully monitored and demonstrates increased rates of progress for the children involved. These interventions are reviewed and modified on an on-going basis to ensure they are delivering maximum impact and providing the best value for money. **Current Year 2017-2018** In the year 2017-2018 (Census at January 2017) the school had 73 children entitled to the Free School Meals element of the Pupil Premium and 3 children entitled to the service children element.The money will be spent in a broadly similar way to last year. A number of changes have been made including: •  Changes to the teaching staff delivering teacher intervention support. •  Changes to the teaching assistant staff delivering intervention support, with a priority placed on reading support.  |