

**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** | 2017/18 | **Total PP budget** | £115,287 | **Date of most recent PP Review** | October 2017 |
| **Total number of pupils** | 197 | **Number of pupils eligible for PP** | 73 | **Date for next internal review of this strategy** | March/ April 2018 |

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| 1. **Current attainment**
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|  | *Pupils eligible for Pupil premium*  | *All pupils (NA)* |
| **% Expected standard and above in R,W and M.**  | **25%** | **75%** |
| **Progress Score in Reading** | **-3.60** | **-1.17** |
| **Progress Score in Writing** | **-0.92** | **-0.65** |
| **Progress Score in Maths** | **+1.29** | **+1.47** |

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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 English 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 (3xa week as regards to school policy). Embed reading 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** | **2017/18** |
| 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 expected and greater depth across the curriculumAccelerated progress of all pupil premium pupils | To hold after school clubs for high achievers to support achieving greater depth in R, W and M. To deliver 1:1/ small group tuition to boost lower ability PP children. Employ T.As so that teachers can carry out effective interventions daily and vice versa.Currently 0.4 basis, will be 1FTE from December (due to maternity leave) SENCO to carry out key interventions for example 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 2016 in the school showed very positive progress measures where additional support and interventions were implemented. In 2017, interventions were put into place however children were not seen to be progressing as successfully as we would like. | Continue with the mobilise project for TA’s 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. 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** | **January 2018****March 2018** |
| **Total budgeted cost** | £98,250 |
| **Outcome**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 of data 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 4 class in particular. Fresh start will continue next year but starting from Year 3 upwards including Year 4 and 5.  |  |

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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 implement action?** |
| Accelerate the progress of all pupil premium pupilsIncrease 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.Year 2 early morning intervention group. Full time SENDCO (from Dec) 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 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 17March 18July 18 |
| **Outcome**Impact has been made with the use of TA’s for interventions with PP chn. PP SEN children are receiving extra interventions to support with acquired needs alongside their targets set and targeted by the class teacher, SENDCO and TA’s either as early morning work or during assembly times. The less able Pupil Premium children in all three core areas –Maths, Reading and Writing need to continue to be targeted next year. Year 2 had extra morning interventions before the school day which was aimed at PP children with no access to the internet to focus on Maths and/or Reading using Maths Whizz and Lexia intervention programs. |
| 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. 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 17March 18July 18 |
| **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 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 RB | On-going |
| **Outcome**Maths Whizz and Lexia have been used throughout the Year for all PP children. Maths Whizz has had an impact on all classes using it as lessons are tailored to children’s individual needs and topics can be set linked to topics covered during class time allowing children and consolidate their learning. Lexia on the other hand, has been used most often in Year 2 in their early morning interventions. 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 a leaflet which was provided to all parents giving support to parents to support children at home. |
| 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 |
| **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 and also attending trips such as Paris. This has proved a huge success for all PP children as it has given them life experiences. |
| **Total Budget** | £15,106 |