

Pupil premium strategy statement Church Vale Primary

1. Summary information					
School	Church Vale Primary School				
Academic Year	2019/20	Total PP budget	£116,160	Date of most recent PP Review	
Total number of pupils	223	Number of pupils eligible for PP	88	Date for next internal review of this strategy	Nov 19 April 20 July 20
2. Current attainment (2018-19 academic year)					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) 2018 this is based on our data	
% achieving the expected standard in reading, writing & maths			57.1	60	
progress in reading (or equivalent)			66.7	71.4	
progress in writing (or equivalent)			57.1	86.7	
progress in maths (or equivalent)			64.3	86.7	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Deeper comprehension/inference of reading				
B.	Application of basic skills in mathematics.				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	Support with reading at home.				
E.	Poor speech, understanding and communication skills on entry				
F.	Low aspirations in the community as well as low levels of adult literacy				
G.	Area of high deprivation				
4. Desired outcomes (Desired outcomes and how they will be measured)				Success criteria	

A.	% of children achieving the expected standard in GPS / reading and mathematics by the end of Y6 is at least in line with national – measured by direct comparison	% children achieving the standard will increase. The overall gap will close from 2.9%, this is smaller than the national but we want to strive to close the gap further
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5. Planned expenditure					
Academic year		2019/20			
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					
i. 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?
All teaching over time judged to be good or outstanding. New teachers monitored for quality assurance	Monitoring leading to bespoke CPD	Effective CPD leads to improved outcomes for all pupils.	School monitoring cycle	JY	Termly
40 hours per week of dedicated TA time to close the gap of the pupil premium children	Support for small group targeted children	From data children will be identified for TA to target to provide 1:1 and small group	Data analysis Learning walks	JY/PB	Termly

17 hours per week of TA time in foundation stage in early intervention speech and language development	Small group and individual programmes	From data the children in F1 will have moved towards age related in the prime areas	Data analysis Learning walks	JY JL	Termly
Care assistant to read with PP children and to ensure social care of PP children.	Small group/individual support	Wellbeing of child PP children will have similar data to non PP children.	Learning walks Data analysis	JY JL	Termly
After school clubs provided to enable children to access activities not available to them in the community	Children targeted and signposted	Attendance of the children will improve. Obesity will be targeted and healthy lifestyles developed	Monitoring of registers	HM	Termly
More trips planned and heavily subsidised to enable the experiences of the children to be enhanced	Discounted trips offered to the PP children. A wide variety of trips planned for them. Forest Fridays and muddy Mondays planned for foundation	All children access trips, more trips are financially viable. Children can access places that they would never normally visit.	Parent voice	JY BT	Yearly

Residential trip heavily subsidised to allow Pupil Premium students to access at reduced rate or for free.	Discounted trips offered to the PP children	All children attend the trip if parents permit.	Monitoring of attendance Speaking to all parents	JY BT	Yearly
More exciting reading books purchased to encourage a love of reading and to bridge the gap between home and school	Book fairs booked to enable children access to new books New resources planned to be purchased	Supplementary books bought from children's requests. New authors and books the children will have never thought of to be purchased too.	Pupil voice	JY JL	Termly
Outside providers to bring experiences into the classroom Theatre group, One day experience, RE visitors. Theatre visits	One day creative, visitors and authors to visit to widen experiences of PP children	Curriculum is supported through visitors. Children experience things they would not be able to access otherwise	Pupil voice	JY	After events
Think children play therapy	2 children per term to access this	Identified children are assessed on entry and when they have finished the programme	Through feedback by providers Discussions with teachers	JY	After each block

Peace of mind therapy	2 children per term to access this	Identified children are assessed on entry and when they have finished the programme	Through feedback by providers Discussions with teachers	JY	After each block
Breakfast club for SATs week	Special time before SATs to get children ready for their tests and to make sure they are fed and happy	Pupil premium attend and have a healthy breakfast to set them up for their tests	Pupil voice	JY	After SATs week
Breakfast club subsidised for PP children	Any PP children that need breakfast club will access it for free	Pupil premium attend	Discussions with parents and staff	JY	When needed
Homework club subsidised for PP children	Any PP children that need homework club will access it for free	Pupil Premium children attend	Discussions with parents and staff	JY	When needed
Attendance treat for the end of each term	All children will be able to access the treat but it is aimed at the PP as an incentive to come to school	Children with attendance of 96% or more will have a treat for their attendance	Pupil voice Attendance data analysis	JY	Termly

Motivational gifts/ prizes	Attendance prizes, reading prizes, mathematician prizes	Prizes for Maths day, merits etc. to keep them motivated and reward hard work	Pupil voice	JY	Termly
Specialist advice, information and guidance	MAP training, SFSS training and EPS bought services when needed for particular children	We can access expertise to help our most vulnerable children	Changed behaviour/ mental health of the children. Better trained staff Happier children Liaise with parents at home	JY JB PB	When needed
SATs intervention schemes, resources ect	Resources will be bought to support home school learning. Supply teacher as an additional teacher will have 20 days of pre SATs support	20 days KS1 10 days KS2 and resources to give each child homework resources	Data analysis will show that children are making expected or better progress	JY	After SATs and at each pupil progress meeting

Training for staff to fill their skills gaps to enable them to teach new curriculum and help PP catch up	All staff will have their needs met in their training specifically to meet their appraisal targets and also the needs of the children in their group/class. Eg ADHD Take 5	Data analysis Observations	Teachers are confident in the subjects that they teach and also have the ability to address the needs of the children particularly the PP children	JY	Observations will show teachers meeting the children's needs
Development of a conducive speech and language area in foundation stage	Cupboards removed, new storage built and quiet space created to enable speech and language sessions to happen without interruption.	Observations and learning walks	Children can access better quality speech and language intervention	JY/JL	monthly
To employ a speech and language therapist in school to assess, make plans for children and help with CPD and making referrals	The therapist will make plans for children and help with CPD for staff. Will make referrals for children and assess the children. She will also run parents workshops and drop the dummy campaigns,	Data from EYFS	Speech and language will improve- looking at the speaking and understanding strands from the EYFS document.	JY JL	Termly
To provide booster for the children in year 6 in English	Teacher will take 1:1 children who are PP	Data	Children will improve and their data will show gaps are closing	BT	Spring Term

To provide booster for the children in year 6 in Maths	Teacher will take 1:1 children who are PP	Data	Children will improve and their data will show gaps are closing	BT	Spring Term
To provide booster for the children in year 1 in phonics	Teacher will take 1:1 children who are missing the mark for the phonics check	Data	Children will improve and their data will show gaps are closing	BT	Spring Term
To provide boosters in year 2	Teacher will take small groups and target their weaknesses and rectify this	Data	Children will improve and their data will show gaps are closing	BT	Spring Term
Total budgeted cost					<u>£118,800</u>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All teaching over time judged to be good or outstanding. New teachers monitored for quality assurance	Monitoring leading to bespoke CPD	All subjects watched (daily and weekly) were judged to be good over time. The children were engaged and learning was also judged to be good		£10 days at £200= £2000
40 hours per week of dedicated TA time to close the gap of the pupil premium children	Support for small group targeted children	Children that were targeted made accelerated progress. The KS2 child met the standard for the SATs		£31,311 £12,106
17 hours per week of TA time in foundation stage in early intervention speech and language development	Small group and individual programmes	The early years area with the biggest improvement was speech and language. It is still below national but has closed the gap.		£12,106
Care assistant to read with PP children and to ensure social care of PP children.	Small group/individual support	Groups worked well, spellings were also pulled into these sessions and although the children are below ARE they have made expected progress, a small proportion of each class has caught up.		£10.320

After school clubs provided to enable children to access activities not available to them in the community	Children targeted and signposted	All clubs very popular PP and vulnerable children are given priority and analysis of club attendance shows that all children who want a place are given a place. The drop-out rate of the PP children is quite high		£2340
More trips planned and heavily subsidised to enable the experiences of the children to be enhanced	Discounted trips offered to the PP children. A wide variety of trips planned for them. Forest Fridays and muddy Mondays planned for foundation	All trips attended by the PP children at a reduced rate. Trips are also subsidised for all children anyway to make attendance possible. PP children given extra discounts and help with equipment, clothing etc		£6.000
Residential trip heavily subsidised to allow Pupil Premium students to access at reduced rate or for free.	Discounted trips offered to the PP children	All year 5 and 6 pupils attended the trip who were allowed, we made sure that talked to the families and made sure that money was not a barrier.		£3000
More exciting reading books purchased to encourage a love of reading and to bridge the gap between home and school	Book fairs booked to enable children access to new books New resources planned to be purchased	3 lots of £2 book fairs were held and the majority of children bought books from the fair. Children also receive books as prizes for reading. We have a running list of books children want to read, we order and then deliver to them- this really excites the children and creates a buzz about new books and reading materials		£3000
Outside providers to bring experiences into the classroom Theatre group, One day experience, RE visitors. Theatre visits	One day creative, visitors and authors to visit to widen experiences of PP children	Many different outside providers have been in, 1 day creative, theatre groups, Indian experience, animals roadshow etc. the children have loved having experiences brought to them.		£4000

Think children play therapy	2 children per term to access this	Children have been helped this year. We have observed better behaviour, mental health and attendance. A few children have really been helped through some tricky situations		£3,200
Peace of mind therapy	2 children per term to access this	Children have been helped this year. We have observed better behaviour and attendance		£3,200
Breakfast club for SATs week	Special time before SATs to get children ready for their tests and to make sure they are fed and happy	Children loved their breakfast. The impact it made was significant, they concentrated longer, were more positive during and before the tests, attendance and punctuality was exemplary for this week. Children reported they felt special that week and wished it could go on every day.		£600
Breakfast club subsidised for PP children	Any PP children that need breakfast club will access it for free	8 children have been accessing the free breakfast club a further 4 have accessed it for a short time to help with a short term problem. WE have offered it to a further 3 families who refused to attend		£500
Homework club subsidised for PP children	Any PP children that need homework club will access it for free	4 children have been accessing the free breakfast club. We have offered it to a further 3 families who refused to attend		£500
Motivational gifts/prizes	Attendance prizes, reading prizes, mathematician prizes	Children love the rewards they get for good behaviour and reading, the pester power seems to e very powerful amongst our PP children In analysis there were only 10% of PP families who were not reading regularly and then those children read ant school so they don't miss out.		£1000
Specialist advice, information and guidance	MAP training, SFSS training and EPS bought services when needed for particular children	CRB training for PP children in foundation Bought in services for CAHMs training and Educational psychologist's service.		£275 £250 £250

SATs intervention schemes, resources ect	Resources will be bought to support home school learning. Supply teacher as an additional teacher will have 20 days of pre SATs support	Home books were purchased, new resources to support and also 1:1 tuition, reallocation of TA support and SATS booster club by all teaching staff		£450
Training for staff to fill their skills gaps to enable them to teach new curriculum and help PP catch up	All staff will have their needs met in their training specifically to meet their appraisal targets and also the needs of the children in their group/class. Eg ADHD Take 5	Subject leader training + non- contact time allocated TAs trained in speech and language PP lead to attend the networks		£275 +5 days non contact £1000
To employ a speech and language therapist in school to assess, make plans for children and help with CPD and making referrals	The therapist will make plans for children and help with CPD for staff. Will make referrals for children and assess the children. She will also run parents workshops	Therapists has done workshops, made referrals, the majority of these get accepted and children receive specialist help. Data shows this area is the fastest rising area in EYFS although it is still below national because of the needs of the children.		£5500
To provide booster for the children in year 6 in English	Teacher will take 1:1 children who are PP	Children will improve and their data will show gaps are closing		£1620

To provide booster for the children in year 6 in Maths	Teacher will take 1:1 children who are PP	Children will improve and their data will show gaps are closing		£1620
To provide booster for the children in year 1 in phonics	Teacher will take 1:1 children who are missing the mark for the phonics check	Children will improve and their data will show gaps are closing		£4000 teacher cover £2300 TA cover
To provide boosters in year 2	Teacher will take small groups and target their weaknesses and rectify this	Children will improve and their data will show gaps are closing		£2000
Total: 122,968				

7. Additional detail

Governors regularly review how the school is using its funding and are challenging in respects to its impact. For example interrogating data as to its impact, looking and interrogating the LAC report from the designated teacher.