

Pupil premium strategy statement Church Vale Primary

1. Summary information					
School	Church Vale Primary School				
Academic Year	2018/19	Total PP budget	£130,680	Date of most recent PP Review	9.2018
Total number of pupils	223	Number of pupils eligible for PP	99	Date for next internal review of this strategy	Nov 18 April 19 July 19

2. Current attainment (2017-18 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	68.8	69.2
progress in reading (or equivalent)	81.3	84.6
progress in writing (or equivalent)	81.3	92.3
progress in maths (or equivalent)	68.8	76.9

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
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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 has increased from 2017 /18 to be in line with national average. For 10% of the children to be at greater depth.
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5. Planned expenditure					
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					
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 Monitoring of books/ learning walks and observations judge teaching to be good with massive focus on our PP children-impact is shown in data all classes have made greater than expected progress
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 Children have been identified and have bespoke teaching targeted to their needs eg reading where there is a lack of home engagement see provision maps

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 2 TAs have the responsibility of delivering the speech and language programmes given by the speech therapist, they also liaise with the in school therapist. Speech therapist is employed directly by the school.
17 hours of TA time targeting the looked after children in English and Maths	1:1 for all looked after children everyday for 30 mins each	Data will show accelerated progress	Data analysis Learning walks Work scrutiny	JY HS JL	Monthly All looked after children receive 1:1 each afternoon, time is also used for liaising with class teachers and preparation of materials to use with these children LAC children are making greater than expected progress in reading, writing and maths
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 GS reads everyday with PP children, she cares for them, finds them food, clean clothes and copies homework etc for them that they have lost

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 Children are targeted to attend if they have not attended a club. Children have also been able to attend an in school club if parents wouldn't allow them to stay. HM continue to monitor through the year as the clubs progress and change
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 Discounted Kingswood, Mining, Newstead, Forest schools so far
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 Liaised with all parents, discussed each individual case with and offered to pay. All children who were allowed are attending and money isn't a factor in this. Children accessed the trip, they have had an amazing time, have come back to school all enthusiastic, Impact on wellbeing and social skills.

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 £3000 spent on reading books for general population. £850 spent on guided readers £2000 spent on books that would have normally come from the library service
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 One day creative Greeks, Vikings, Fire of London, Mindfulness
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 Children are more settled and happy to learn and t share when they aren't feeling ok.
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 Children are more settled and happy to learn and t share when they aren't feeling ok.
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 patents and staff	JY	When needed Breakfast club has only had 4 children being subsidised this term but has been offered to more
Homework club subsidised for PP children	Any PP children that need homework club will access it for free	Pupil Premium children attend	Discussions with patents 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	At the end of each term. Paid treat for 96% and above, Bouncy castle day and £5 gift vouchers for 100% attendance children
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 Reading vouchers and Prizes. All are motivating the children

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	After each block, as and 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
Clothing- PE kit spare clothes, coats, sports equipment, food parcels, free cardigans for new starters.	Spare clothes are bought and are given out to children who need it. This will break down the disadvantaged boundary	Give to children who need it when they need it	Children will have the resources they need when they need them, will not be cold or without PE access	JY class teachers TAs	Constant monitoring from the staff in school £300 spent on cardigans, jumpers, socks and underpants. Shoes have also been bought where needed but this is a one off

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
Mindfulness training for all staff on Take 5 resilience programme	All staff will be trained and will be able to prepare children better to have resilience	Observations	Children are more able to attempt their work and are happy to fail	JY/VG	Termly
Yoga is introduced to all classes in school	One member of staff will be trained to deliver yoga to the whole school, will run an after school club and teach specific classes before their statutory assessments	Observations	Children are fitter through their core and find it relaxing and enjoyable particularly PP children who haven't been experiencing rest well	JY/VG	Termly from Spring term

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
Total budgeted cost					<u>£120.000</u>

6. Review of expenditure				
Previous Academic Year		2015/16 See last year's review on previous format		
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
ii. Targeted support				
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

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.