

Pupil premium strategy statement Church Vale Primary

1. Summary information					
School	Church Vale Primary School				
Academic Year	2016/17	Total PP budget	£129.720	Date of most recent PP Review	Apr 16
Total number of pupils	216	Number of pupils eligible for PP	91	Date for next internal review of this strategy	Nov 16 April 17 July 17

2. Current attainment (2015-16 academic year)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving the expected standard in reading, writing & maths	33	36
progress in reading (or equivalent)	46	60
progress in writing (or equivalent)	83	82
progress in maths (or equivalent)	46	60

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.	Application of phonic skills on overall grammatical literacy.
B.	Deeper comprehension/inference of reading
C.	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 2015 /16. By 30%
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5. Planned expenditure					
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					
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 at least good.	Monitoring leading to bespoke CPD	Effective CPD leads to improved outcomes for all pupils.	School monitoring cycle	JY	Termly
Maths teaching is improved by improved teacher pedagogy	CPD from Jane Gill focusing on abstract to concrete and reasoning, Julia Morgans to give us CPD on Singapore bar	Maths is an area where analysis shows the children are good at basic skills but cannot apply or reason. CPD should enable teachers to plan sessions which will enable children to reason, visualise and apply their skills to more complex maths	Work analysis Lesson observation Learning walks	JY/ HS	Half 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
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
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
ICT learning resources to allow children to access things they don't have access at home. I am learning, SATs resources, purple mash. Virtual learning platform through new website.	Resources purchased to enable children to learn through educational apps. Sumdog used at home and school.	Children using Virtual learning at home, educational standards improve	Web use monitored Child usage logs	BT	Yearly
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	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
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
Holiday sports camp	PP children will be able to access the sports camp for free to keep the links between home and school	Opportunities for the children to something meaningful in the holidays	Feedback from providers	JY express coaching	After the block of work
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.
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
Visitors to enrich curriculum and life experiences	All children will access experiences that are outside Warsop and will have a greater depth of knowledge	Enrichment of the curriculum and the children's experiences	Feedback from teachers	JY	Termly
Music lessons and equipment	Children will have an opportunity to play something that they wouldn't normally have access to	Children will have a wider range of abilities	Pupil voice	KH JY	After a block

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
Purchase of resources to support learning e.g. numicon	Resources that are needed are bought, will reflect CPD that has occurred with staff	New resources to aid learning in the new curriculum	Feedback from teachers Lesson observations	JY	After each CPD and embedding or resources
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

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.	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
Extra dinner staff to alleviate any problems at lunch time and to support our most vulnerable disadvantaged children	Behaviour at lunch time will continue to be good and the extra adult will be there to support play sharing	Lunch time behaviour cards monitoring	Behaviour outside reflects that of the inside and our vulnerable children are being encouraged to socialise and having their skills developed	JY GS	Lunchtime observation and analysis of red cards
Total budgeted cost					<u>£130.000</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.