

Pupil Premium Statement for **Church Lench CE VC First School**

1. Summary information			
Academic year:	2019-20	Total PP budget:	£21, 720.00
Number of pupils on role:	68	Total number of children eligible for PP:	8

Current attainment (Year 2 SATs data 2019)				
	National KS1 data	School KS 1 data	Pupils eligible for PP (school)	Pupils eligible for PP (national average) To be confirmed
		15	1	
Expected in all areas	60%	64.9%	100%	
Expected in reading	75%	73%	100%	
Expected in writing	60%	69%	100%	
Expected in maths	73%	75%	100%	
Phonics screening (Year 1)	82%	80%	NA	
Phonics screening (Year 2 retake)		84%	NA	

2. b) Attainment in previous years 2018		
	Pupils eligible for PP (school)	Pupils eligible for PP (national average)
Expected in all areas	NA	
Expected in reading	NA	
Expected in writing	NA	
Expected in maths	NA	
Other school data:		
Phonics screening (Year 1)	NA	
Phonics screening (Year 2 retake)	NA	

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed by school)	
A.	Oral language skills and progress across the school are lower for pupils eligible for PP than other pupils. This slows reading progress in subsequent years.
B.	Emotional regulation and coping strategies
C.	Gross and fine motor skills are weaker leading to poor co-ordination and difficulties with written activities.
D.	Attendance rates for some pupils eligible for PP can be lower than other pupils due to ill health due to chronic illnesses.
E.	Not being able to experience the same opportunities as non PP children.
F.	Writing attainment lower due to reading, language skills and engagement by pupils.

3. Outcomes		
	Desired outcomes	Success criteria
A.	Improve the oral language skills and attainment of pupils eligible for PP through the school	Pupils eligible for PP in Key Stage 1 and 2 and FS will make progress through support and intervention to become more in line with national ARE.
B.	Children will be able to develop strategies to self- regulate their emotions.	Pupils eligible for PP will be able to use personal strategies to aid emotional wellbeing in order to make progress in all areas. Use of whole school training on Protective Behaviours and PSHE schemes of work..positive mental health strategies...SDP Children will be able to confidently and appropriately express themselves in a supportive environment. They will become more aware of their triggers/ anxieties and be able to use effective resolution strategies. Relax Kids, gross motor/ team building, leadership resilience skills/ confidence interventions.
C.	Improve gross and fine motor skills to engage in activities appropriately and express themselves freely	Children able to write letters correctly and use equipment with skill and precision. Children able to take part in PE and sports activities with confidence and increased co-ordination.
D.	To ensure PP children access after school clubs, music lessons, swimming, trips, residential, clothing allowances etc.	Families will feel included without fear of cost and children will be able to participate in the same experiences as their peers such as Rock Steady.
E.	To improve writing outcomes for children eligible for PP to bring them more in line with ARE	Children will be confident to write using a variety of media and resources in classroom/ intervention support. Fine/ Gross motor interventions.

4. Planned expenditure					
Academic year:		2019-20			
i) Quality of teaching for all					
Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How we will ensure that this is implemented well	Staff lead	Review date
A: Improve progress through EYFS/KS1/2 of oral language	Staff training/ moderation/ CPD Regular feedback to parents. Embed. 'No Nonsense spelling' for children to recognise and use common spelling patterns to enable them to achieve ARE. To ensure time is given for extra reading. To provide high quality weekly PSHE lessons to promote positive self- esteem, confidence and to ensure children are equipped with strategies of coping with failure. Speech and language to be accessed from Bengeworth Academy and training given to TAs, to allow them to deliver bespoke interventions. All staff are highly skilled at forming relationships with pupils allowing open discussions regarding their learning and emotional wellbeing.	Moderation will ensure accurate judgement of levels. Feedback in person will keep parents informed of progress. Spelling and vocabulary are areas of focus on the SDP Time given by adults for reading high priority for children who require additional support. Library is now a key part of the school where children are taught how to use the system to promote a love of reading. Monthly reading newsletter issued for all promoting reading PSHE seen as a whole school development to promote resilience and positive mental health and well-being. Specific children need speech and language support to aid progress in language and communication/ social skills.	Dates booked throughout the year for cluster moderation and liaison. Staff attending training meetings to keep up with new approaches. Regular meetings with staff and updates and monitoring Monitoring impact termly Interventions planned and monitored by SENDco PSHE/ SRE under review to be communicated to all parents.	HP/ GC/HE SH/MW SP/MP/ RD/ LM	Constant

B: Strategies for emotional regulation and coping strategies	Relax Kids Group interventions Time 1:1 Keyworkers will continue to be available for children who need emotional regulation and the chance to discuss their feelings.	Children will be able to explain self-regulation strategies and understand when they feel anxious/distressed and in need of support from their peers or adults. They will understand how to become more resilient and persevere with challenge. Building relationships with staff and feeling safe in school. Relax Kids will aim to build confidence and self-esteem and reduce anxiety and stress. Interventions support emotional regulation by giving additional time in a supportive group with a skilled adult.	Training PSHE lessons PE Displays Interventions.	HP/SP/ SC/ SH/GF MW/ MP	Termly
C: Gross and fine motor skills	Trained sports coach delivering high quality PE skills and games to develop gross motor Interventions for fine and gross motor including 1:1 Planned into play provision for Class 1	Sports coach will engage and stimulate children and develop their gross motor skills with fun activities. Play provision will be accessed at all times by pupils to build their fine and gross motor skills. Fine motor skills changed daily to interest children.	Play planning, learning walks, staff joining in with PE lessons.	HP/SH	Constant
E: Improve writing outcomes.	Staff training on English teaching and progression on learning skills. High quality texts chosen to motivate and stimulate children's writing. Moderation throughout the year, lesson observations and book trawls.	High quality texts that engage the children will excite them in their writing. Sequences of learning will be monitored to check key skills are taught to enable children to have the skills they need for writing.	Book trawls, moderation, learning walks and lesson observations.	SP/HP	Constant

ii) Targeted support					
Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How we will ensure that this is implemented well	Staff lead	Review date
A: Improve progress through EYFS/KS1/2 of oral language	1:1 work with TA each day to go over learning and work as a key person develop confidence and wellbeing. Small group talking and movement interventions. SaLT interventions from Bengeworth. Time to Talk group.	Some students need additional support to settle and learn effectively in small groups. Regular 1:1 and small group work to look at specific targets will allow children bespoke work to help them to progress.	Organise provision time table to allow 1:1 support time each day.	HP	Each term.
A: Improve progress through EYFS/KS1/2 of oral language	Improve oral language skills through goldilocks words approach to subject specific vocab...broaden vocab. SaLT sessions.	Focussed work on general language and communication as well as topic specific words will improve understanding and progress.	Organise small group intervention for talking time Overseen and monitored by SENDCo. Topic taught in same way across the school.	HP	Each term
B: Where appropriate children will receive specialist support for self regulation/ wellbeing from external agencies whose strategies we use through school	Contact CCN, Early Intervention, EP support when needed and facilitate their work in school and use approaches in the classroom as directed. Relax kids. Lego therapy.	Specialist knowledge and support to help teaching staff with more complex cases.	Staff members are present for some 1:1 sessions with some agency staff to understand action points and ways to support. SENCO/ HT to monitor	SP HP	Each term
C: Behavioural issues of pupils eligible for PP to be addressed.	Key workers assigned to pupils to observe, monitor, intervene and support as necessary. Constant communication with parents. Support at lunch and playtime. Whole school approach to new behaviour policy and listening rules applied and consistently referred to.	Pupils' behaviour can be quickly affected by key staff to ensure that it does not impact on the rest of the class. Support within class and at play will ensure children feel more regulated.	Planned key worker time on provision map. Constant observation and support throughout the day from staff. Records kept of incidents and reported to parents. Team Teach may need to be used as a last resort to support pupils and many staff now trained.	SP	Constant

E: Improve writing outcomes.	Intervention groups for fine motor control and also spelling. Additional support in phonics and English lessons.	Additional support to increase confidence and aid skills.	Book trawls, intervention records, learning walks.	SP/HP.	Each term.
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iii) Other approaches					
Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How we will ensure that this is implemented well	Staff lead	Review date
C: Behavioural issues of pupils eligible for PP to be addressed.	Early Intervention for some families to support behaviour at home and school.	Children with attachment problems cannot focus on their learning when they are not feeling safe, we aim to improve happiness and wellbeing at school to impact positively on their learning.	Planned 1:1 intervention time with Early Intervention Parents meetings scheduled Key worker assigned to continue EI work through the week.	HP SP	6 week blocks.
C: Behavioural issues of pupils eligible for PP to be addressed.	EP and Learning Support Team, CCN hours have been brought to ensure that children are regularly reviewed for their academic and social wellbeing progress.	Staff will have detailed targets to work on from the outside agency reports which will improve outcomes for children eligible for PP.	Children are on a review cycle to ensure that they are seen annually so that we can better monitor progress, wellbeing and outcomes.	HP/ SP	On going
C: Behavioural issues of pupils eligible for PP to be addressed.	TA hours have been increased to ensure smaller working groups in class, opportunities for additional 1:1 work and more targeted support. Extra staff on the playground.	Many children work better in much smaller groups that can focus more easily on their needs. Progress and attainment can be more closely monitored.	Support and intervention is mapped on the school provision map. Assessment data held.	SP/ HP	Termly
D: To ensure PP children access after school clubs, music lessons, swimming, trips, residential, clothing allowances	Music lessons, trips and clubs are funded for some children to enable them to have the same opportunities as children who do not receive PP funding. New 'band' lessons funded to boost confidence after particular children showed real enthusiasm.	Children learn a lot from additional activities and build self-esteem and confidence. They are able to join in with their peers.	Plan in funding.	SP/HP	Termly

5. Review of expenditure				
Previous Academic year:		2018-19		
i) Quality of teaching for all				
Desired outcome	Chosen action/approach	What we did/provided	Estimated impact	Cost
A: Improve progress in Reception and through KS1.	Additional moderation/ cluster meetings to review assessment and liaise with staff from other schools re. approaches. Staff training. Regular feedback to parents.	*All staff attended at least 2 moderations KS1 external moderation * Epiphany assessment whole school tracking training/ cluster school approaches * New report format for EYFS *Maths training Karen Wilding	Children in receipt of PP in Year R (1 child) made steady progress from a very low starting point. Children in receipt of PP in KS1 made on average 3 strides in reading, 3 strides in writing and 3 strides in maths. 3 strides indicates expected progress. All children made progress in their interventions.	In class support costs.
B: Improve progress for high attaining pupils.	Reviews with SENDCo. CPD to stretch high attainers. Data reviews.	*AMA SENDCo reported to governors *Pupil progress meetings highlight pupils and provision *In class support to challenge AMA	Higher attaining pupils in receipt of PP made on average 3 strides progress last academic year.	In class support

ii) Targeted support				
Desired outcome	Chosen action/approach	What we did/provided	Lessons learned	Cost
A: Improve progress in Reception.	1:1 work with TA each day to go over learning and work as a key person.	*Daily work timetabled for pupils areas of difficulty including lunchtime support, reading, nurturing and confidence building, Nussy reading	Daily intervention ensured progress in key areas. Huge progress was made in social skills and confidence. Relationship with TA is very strong.	£4286 TA
A: Improve progress in Reception.	Small group talking and movement interventions.	*Gross motor intervention weekly *Talking intervention weekly	Gross motor intervention enabled the child to make progress in PD and improve fine motor skills. Talking intervention improved confidence in talking with adults.	Funds used from above
B: Improve progress for high attaining pupils.	Additional staff time through lessons to support higher	*Time spent with pupils to extend thinking time and *Nussy reading/	High attaining pupils made good progress in reading, writing and maths.	Money for Aquila magazine.

	level thinking and attainment.	spelling programme		
C: Behavioural issues of pupils eligible for PP to be addressed.	Key workers assigned to pupils to observe, monitor, intervene and support as necessary. Constant communication with parents. Support at lunch and playtime.	*Daily social support. *Group interventions. *Support in academic subjects. *Time to talk about feelings/emotions. *Time to debrief after a crisis. *Time out with a TA to prevent escalation and to enable communication.	Significant behavioural incidents have been greatly reduced. Most children readily go their keyworker for support or an adult will know when they need additional support. Parents feel that their children are well supported. Children respond to 'wondering aloud' and discussing their emotions.	£11,000 PP TA
Tracking small steps of progress for children working on non-epiphany levels.	PIVATs purchased to track progress to inform children and parents of their progress.	Two children were assessed via PIVATs and were given next steps to work on. Achievement seen in books and given to parents.	Children and parents valued seeing their progress and enjoyed being able to tick off achievements. Both children progressed and were transitioned well to middle school.	PIVATS file.

iii) Other approaches				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
C: Behavioural issues of pupils eligible for PP to be addressed.	Theraplay sessions and gross motor/confidence intervention to be conducted by a trained TA.	TAs conducted Theraplay sessions to support pupils with emotional and behavioural needs. Relationships were strengthened between staff and children. Children were better able to discuss their emotions.	Theraplay sessions and other interventions ensured that the children made progress in their emotional development and were more resilient.	TA costs.
C: Behavioural issues of pupils eligible for PP to be addressed.	Additional Educational Psychologist and Learning Support Team hours have been bought to ensure that children are regularly reviewed for their academic and social wellbeing progress.	All children due to be reviewed by the CCN and LST have been seen and the reports have been actioned to be included in IEP targets. Reports have been shared with parents.	Keep these children under review and ensure that targets are chosen from outside agency reports. Ensure that reports are requested annually.	£850

C: Behavioural issues of pupils eligible for PP to be addressed.	TA hours have been increased to ensure smaller working groups in class, opportunities for additional 1:1 work and more targeted support.	More intervention groups were able to be run last year due to increased hours. More support hours ensured that children were able to work on specific targets from teachers/reports. More time has been given for emotional support thanks to having more staff.	Targeted support in class has allowed children to make progress at their level and against their IEP targets. During times of crisis children have been well supported due to additional TA hours.	As mentioned above for Reception progress
Other costs taken into account to assist families in receipt of PP for Free School Meals	Swimming lessons Music lessons Trips Football club			Approx Swimming £80 Trips £17 Football £70
Precision teaching to be used for 2 children in receipt of PP to ensure that they can make and maintain progress.	Precision teaching daily. Additional support in all lessons.	Children made small steps of progress and could recall more and more words. Evidence put forward to two successful EHCP requests.	Precision teaching to be used next year for two children (not in receipt of PP) to aid their memory and retention of facts.	TA costs.