

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

1. Summary information			
Academic year:	2020-21	Total PP budget:	£14 795
Number of pupils on role:	69	Total number of children eligible for PP:	11

2. a) Attainment from 2020		
	Pupils eligible for PP (school)	Pupils eligible for PP (national average)
Expected in all areas	No data to show due to school closure in light of COVID-19	
Expected in reading		
Expected in writing		
Expected in maths		
Other school data:		
Phonics screening (Year 1)		
Phonics screening (Year 2 retake)		

2. b) Attainment in previous years (Year 2 SATs data 2019)				
	National KS1 data	School KS 1 data	Pupils eligible for PP (school)	Pupils eligible for PP (national average)
		15	1	To be confirmed
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. 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.	Gross and fine motor skills are weaker leading to poor co-ordination and difficulties with written activities.
C.	Not being able to experience the same opportunities as non PP children
D.	Writing attainment lower due to reading, language skills and engagement by pupils.
E.	Number sense and calculation skills are weaker than peers for a number of children eligible for PP funding.

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.	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.
C.	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.
D.	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.
E.	To improve maths outcome for children eligible for PP to bring them more in line with ARE.	Children will be confident to use their maths skills in their day to day work and to problem solve, using scaffolding, resources and support within class.

4. Planned expenditure					
Academic year:		2020-21			
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	Moderation will ensure accurate judgement of levels. Feedback in person will keep parents informed of progress.	Dates booked throughout the year for cluster moderation and liaison. Staff attending training meetings to	HP/ GC/HE SD/MW SP/MP/ RM/ LM	Constant

	recognise and use common spelling patterns to enable them to achieve ARE. Spelling Shed activities that are differentiated given each week to do at home. 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 children in Year R are baselined using the screening tool. All staff are highly skilled at forming relationships with pupils allowing open discussions regarding their learning and emotional wellbeing.	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.	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.		
B: Gross and fine motor skills	Trained sports coach delivering high quality PE skills and games to develop gross motor	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	Play planning, learning walks, staff joining in with PE lessons.	HP/SD	Constant

	Interventions for fine and gross motor including 1:1 Planned into play provision for Class 1.	motor skills changed daily to interest children.			
D: 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. Promoting reading through rewards.	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
E: Improve maths outcomes.	High quality resources used in all classrooms to build the concept of 'Number sense'. Children have boxes of support resources to select what they need. White Rose planning and resources used for progression of skills. Classroom Secrets to be used for problem solving/using skills. Moderation in house/externally.	High quality resources that children know well and are available at all times will support and scaffold children. Sequences of learning will be robust and assessed well.	Book trawls, moderation, learning walks and lesson observations.	SP	Constant

ii) Targeted support for children in receipt of PP					
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	1:1 work with TA each day to go over learning and work as a key person develop confidence and	Some students need additional support to settle and learn effectively in small groups. Regular 1:1	Organise provision time table to allow 1:1 support time each day.	HP	Each term.

of oral language	wellbeing. Small group talking and movement interventions. SaLT interventions from Bengeworth. Time to Talk group. 1:1 speech therapy work set by outside agencies as appropriate.	and small group work to look at specific targets will allow children bespoke work to help them to progress.			
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 $\frac{1}{2}$ term.
B: Improve gross and fine motor skills	Intervention for gross and fine motor. Additional work with HE and MB.	Additional support to increase confidence and aid skills.	Intervention notes from HE and MB. Book trawls.	HP/SP	Each $\frac{1}{2}$ term.
D: Improve writing outcomes.	Intervention groups for fine motor control and also spelling. Additional support in phonics and English lessons. Catch up work with HE and MB.	Additional support to increase confidence and aid skills.	Book trawls, intervention records, learning walks. Intervention notes from HE and MB.	SP/HP.	Each $\frac{1}{2}$ term.
E: Improve maths outcomes.	Intervention groups for maths skills as necessary. Additional support in maths lessons. Catch up work with HE and MB.	Additional support to increase confidence and aid skills.	Book trawls, intervention records, learning walks. Intervention notes from HE and MB.	SP/HP	Each $\frac{1}{2}$ term.

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
D: To ensure PP children access after school clubs, music lessons, swimming, trips, residential, clothing allowances	Music lessons, Rock Steady, trips and clubs are funded for some children to enable them to have the same opportunities as children who do not receive PP funding.	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

Desired outcomes for 2019-20		
	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.

Review of expenditure for the above outcomes:				
Desired outcome	Chosen action/approach	What we did/provided	Estimated impact	Cost
Due to the school closing on 23.3.20, we were not able to complete all of the planned actions for last academic year. Below are a list of actions that were completed in the first half of the academic year.				
A,B,C,E	Staff training	Training from speech therapists, in house training for staff on planning, Relax Kids and theraplay training, training from the sports coach to improve gross motor skills.	Difficult to measure a quantifiable outcome due to a lack of data. Interventions tracked and improvements shown from each child in each area from their starting points. Staff observations show that training is becoming imbedded in day to day practise.	
E	No nonsense spelling purchased	Spelling scheme in place for children in years 2 to 5.	Children enjoyed spelling lessons and learnt new methods to help them to practise their spelling. No quantifiable data.	
B	Relax kids	Selected children attended Relax Kids sessions each week.	Progress made during sessions reported by coach.	
C	Sports coach	A trained sports coach attended each week to teach all children and coach staff. Clubs during lunchtime.	Children engaged in lessons and wanting to take part.	
E	Time for moderation	In house moderation of writing and maths. Some external moderation in cluster before closure.	Staff had a good understanding of progression through the school in terms of skills. Staff judgments supported by external moderation.	
A,E	Outside agency support	Reports and advice given to staff. Interventions and 1:1 work with children as a result of this advice.	Children improved in areas of intervention (see intervention records). Staff confidence increased.	

A,B,C,E	Interventions	Weekly targeted interventions for all areas.	See intervention records.	
D	Support for parents to pay for trips, music lessons, uniform.	Payments for music lessons/Rock Steady, trips, and uniform.	Children able to join in. Increased confidence in music lessons/Rock Steady.	