

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Church Lench CE First
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	21.10.21
Date on which it will be reviewed	20.10.21
Statement authorised by	Headteacher
Pupil premium lead	SLT
Governor / Trustee lead	Jon Huxley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450
Recovery premium funding allocation this academic year	£500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£13, 950

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Reading regularly and access to high quality texts and opportunities to read outside of school.</i>
2	Social and emotional- ability to regulate and discuss emotions. Under developed ability to play (compared to peers) in a group situation including sharing, tolerance of others, explain ideas and accepting other view points.
3	Catching up lost learning due to a lack of engagement on the whole during 2 national lockdowns. Therefore core concepts in reading, writing and maths are under developed.
4	Ability to access after school care, trips, music lessons and other important experiences.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To close gaps between our vulnerable children and their peers in reading, writing and maths through quality first teaching, targeted interventions and support in class.	Vulnerable children to make expected or more than expected progress in reading, writing and maths and to boost confidence and independence in these areas.
To give children strategies to enable them to help themselves during whole class sessions e.g accessing practical apparatus, word mats,	Active participation in learning and taking ownership. Skills will be transferable across the curriculum.

word pens etc so that they become independent and confident learners.	
Children feel valued and included within school and can access the same opportunities as their peers.	Children will access music lessons, after school clubs, experiences and trips as required.
Children to be able to communicate appropriately with peers and staff, enjoy playing with their friends and to begin to be able to self- regulate.	Children are happy in school and are able to express their feelings and play appropriately within a group situation.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for staff</i>	CCN Speech/ language/ therapy	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teacher interventions</i>	<i>M2 salary 1 day per week Interventions in core subject areas Friday</i>	1, 3
<i>TA interventions and class support</i>	TA 2 targeted support in class	1, 3
<i>1:1 targeted support</i>	TA 2 targeted support 9 hours per week	1,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3000+ £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Group interventions for communication and play</i>	TA2 group work for social and emotional	2
<i>Trips and experiences</i>	Malvern residential, school class trips, Rock Steady music classes, swimming, after school care.	4

Total budgeted cost: £13, 500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- Pixl assessments
- Teacher assessment using school tracker
- IEP's where applicable
- 1:1 intervention tracking
- Wellcom data

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Primary Wise	Pixl
Floppy Phonics	ORT

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA