

Pupil premium strategy statement 2022-23

- *This statement details our school's use of pupil premium and recovery premium for the 2022-23 academic year 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	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2 nd year)
Date this statement was published	01/09/2022
Date on which it will be reviewed	01/09/2023
Statement authorised by	Headteacher S Price
Pupil premium lead	SLT
Governor / Trustee lead	Jon Huxley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21, 095
Recovery premium funding allocation this academic year	£500.00
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	£21,595

Part A: Pupil premium strategy plan

Statement of intent

We intend to improve attainment and progress of children in receipt of pupil premium as evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. We aim to do this by:

- offering additional support in a variety of areas including language, reading and number.*
- Providing high quality teaching for all pupils*
- Providing opportunities to develop socially, emotionally, spiritually, and culturally*
- Ensuring that pupils have fair access to education and extracurricular activities*

Challenges

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

Challenge number	Detail of challenge
1	Reading regularly and access to high quality texts and opportunities to read outside of school.
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	Securing basic concepts in language and oracy, grammatical sentence structure in speaking and basic number and calculation skills.
4	Ability to access after school care, trips, music lessons and other important experiences. Purchase school uniform if required so that families can access the same as any other family.
5	Childcare for working families

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	Vulnerable children to make expected or more than expected progress in reading,

and maths through quality first teaching, targeted interventions and support in class.	writing and maths and to boost confidence and independence in these areas.
To develop skills to manage feelings and emotions when interacting with peers and adults	Children are able to express and manage their feelings appropriately and understand when situations become challenging with effective strategies to use to calm anxieties or frustrations
To be able to listen and follow instructions, listens to the views of others. Focus on teaching key vocabulary to extend language to use when speaking and understanding.	Vocabulary will be taught through all subject areas and embedded in oracy activities such as role play, drama, debates, arguments, reports, presentations. Children will be able to listen to others and respond in coherent sentences developing grammatical knowledge.
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. Uniform offered to families.

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for staff</i>	Creative Education for Mental Health	2
	Voice 21 Oracy project	1,3
	Courses staff oracy, language	1,3
	SEND/ PP courses	1,2,3,4

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Teacher interventions</i>	M2 salary 1 day per week Interventions in core subject areas Friday	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
<i>Resources</i>	Dyslexia Gold, Pixl resources,	1, 3

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

Budgeted cost: £ 3000+ £3000+£2000

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
<i>After School and Breakfast club provision</i>	Free breakfast and after school club provision so children can have breakfast before school and given opportunity for after school provision for wellbeing, and working families	5

Total budgeted cost for support: £ 17, 500

KS 2 PP meals, milk budget £3800

Total: £21, 300

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 2021 to 2022 academic year.

- 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.
Progress tracked and monitored and good progress seen overall in all areas. Interventions and quality first teaching enabled many of our vulnerable pupils to make expected or above progress. Continue next year with bespoke interventions to continue closing the gap.
- 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.
Learning walks, pupil interviews show that there were more pupils becoming more independent and accessing appropriate resources to support their learning. Target achieved
- Children feel valued and included within school and can access the same opportunities as their peers.
Music lessons, trips, swimming, breakfast/ after school clubs provided by PP and pupils could access educational opportunities raising self esteem and broadening opportunity. Continue next year
- 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.
This has improved but more time and resources need to be applied next year with staff CPD and resources for pupils.

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

