

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

1. Summary information			
Academic year:	2016/17	Total PP budget:	£25,000
Number of pupils on role:	72	Total number of children eligible for PP:	14

2. a) Current attainment (Year 2 SATs data 2016)		
	Pupils eligible for PP (school) 8	Pupils not eligible for PP (national average) 9
Expected in all areas	0%	75%
Expected in reading	38%	78%
Expected in writing	0%	70%
Expected in maths	13%	77%
Other school data:		
Phonics screening (Year 1)	100%	80%
Phonics screening (Year 2 retake)	67%	79%

2. b) Attainment in previous years (Year 2 SATs data 2015)		
	Pupils eligible for PP (school) 0	Pupils not eligible for PP (national average) 5
2b+ in all areas		40%
2b+in reading		40%
2b+in writing		40%
2b+in maths		40%
Other school data:		
Phonics screening (Year 1)		74%
Phonics screening (Year 2 retake)		100%

2. c) Attainment in previous years (Year 2 SATs data 2014)		
	Pupils eligible for PP (school) 0	Pupils not eligible for PP (national average) 12
2b+in all areas		33%
2b+in reading		75%
2b+in writing		33%
2b+in maths		66%
Other school data:		
Phonics screening (Year 1)		60%
Phonics screening (Year 2 retake)		

3. 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 in Reception are lower for pupils eligible for PP than other pupils. This slows reading progress in subsequent years.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.
C.	Behaviour issues for a large group of pupils eligible for PP due to social and emotional issues which can have a detrimental effect on their academic progress and that of their peers.
D.	Attendance rates for some pupils eligible for PP can be lower than other pupils due to ill health due to chronic illnesses such as asthma.

4. Outcomes		
	Desired outcomes	Success criteria
A.	Improve the oral language skills and attainment of pupils eligible for PP in Reception and through Key Stage 1.	Pupils eligible for PP in Reception and Key Stage 1 will make rapid progress through support and intervention to meet their age related expectations.
B.	Higher ability pupils eligible for PP will make higher rates of progress across Key Stage 2.	Pupils eligible for PP who are identified as high ability will make as much progress as 'other' high ability children across Key Stage 2 measured by teacher assessment in years 3, 4 and 5. These will be moderated in school and across the cluster.
C.	Behavioural issues of pupils eligible for PP to be addressed.	Fewer behavioural incidents will be recorded due to supportive key workers, set 1:1 time, supportive and inclusive teaching and support from outside agencies.

5. Planned expenditure					
Academic year:		2016-17			
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 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.	Liaison with other EY/KS1 staff will ensure new approaches/ techniques are tried. Moderation will ensure accurate judgement of levels. Feedback in person or on Tapestry (YrR) will keep parents informed of progress.	Dates booked throughout the year for cluster moderation and liaison. Staff attending training meetings to keep up with new approaches.	HP/ GF	Constant
B: Improve progress for high attaining pupils.	Reviews with SENDCo. CPD to stretch high attainers. Data reviews.	SENDCo/Head will ensure additional provision to maintain and promote high achievement.	Data reviews will highlight levels of attainment to track progress. Higher attaining children eligible to PP routinely tracked and monitored by SENDCo.	HP	Termly

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 in Reception.	1:1 work with TA each day to go over learning and work as a key person.	Some students need additional support to settle and learn effectively in small groups.	Organise provision time table to allow 1:1 support time each day.	HP	Jan 2017
A: Improve progress in Reception.	Small group talking and movement interventions.	Focussed work on general language and communication as well as topic specific words will improve understanding and progress. Gross motor interventions will filter into improved fine motor control.	Organise small group intervention group for talking time and gross motor skills groups. Overseen and monitored by SENDCo.	HP	Jan 2017
B: Improve progress for high attaining pupils.	Additional staff time through lessons to support higher level thinking and attainment.	We want to provide extra support to maintain high attainment.	Support and progress in class closely monitored.	SP	Dec 2016
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.	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.	SP	Jan 2017

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.	An independent education consultant has been employed to work with pupils eligible for PP to ensure wellbeing and happiness in 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 HW. Parents meetings scheduled to inform of progress. Key worker assigned to continue HW's work through the week.	HP	6 week blocks.
C:	Additional	Staff will have	Children are on a review	HP/	On

Behavioural issues of pupils eligible for PP to be addressed.	Educational Psychologist and Learning Support Team hours have been bought to ensure that children are regularly reviewed for their academic and social wellbeing progress.	detailed targets to work on from the outside agency reports which will improve outcomes for children eligible for PP.	cycle to ensure that they are seen annually so that we can better monitor progress, wellbeing and outcomes.	SP	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.	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

6. Review of expenditure

Previous Academic year:		2015-16		
i) Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lesson learned	Cost
For all staff to be aware of attachment disorder.	Staff training from HW.	High: Staff understand the physical issues with attachment disorder and how this is manifested in behaviour.	Staff were positive about the training and a few staff have gone on to further training to learn more.	£200

ii) Targeted support

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Pupils to be happier in class and better able to focus on their work.	Increased support (TA) hours for children eligible for PP.	Mixed: Children coped with transition well. Some children still need further key worker support.	We will further increase TA hours to enable the children who need further support to gain this in the next academic year.	£10,000
For support staff (SC/RD) to be trained as a key person and to run a 'Theraplay' group to assist with children who exhibit attachment issues.	Staff training with HW. Attending sessions as key worker.	High: Staff are better able to understand the behaviour exhibited by certain children and know how to diffuse the situation.	This work has been very effective in the social wellbeing of many children but must be continued.	

iii) Other approaches				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
For children eligible for PP to be able to join in with extra-curricular activities.	Music lessons, after school clubs and school trips were paid for by school	High: Improvement in the wellbeing of children eligible for PP, success doing clubs that they enjoy. Able to play instruments at school concerts.	This approach was very successful for one particular boy in receipt of PP+ but was not taken up by others. Ensure parents are aware of this opportunity.	£500
For children and staff to have the support from professionals to better target pupils' academic skills and social/emotional health.	Have bought into the Educational Psychology service (through Prince Henry's MAT) to allow for more children to be assessed. Have bought in additional hours from Helen Worrall (now independent) from the Virtual school.	High: Staff are better able to specifically target certain areas for pupils to fill gaps and ensure progress. Pupils enjoy the sessions from Helen Worrall and on the whole have improved wellbeing leading to progress across the curriculum.	We hope to increase funding for the Educational Psychologist and Helen Worrall to ensure that more children eligible for PP funding have the opportunity to work with them,	