

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Christ Church C of E Primary School Chalford				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£6,260	<b>Date of most recent PP Review</b>	(Ofsted Feb 16)
<b>Total number of pupils</b>	36	<b>Number of pupils eligible for PP</b>	Too small to publish online	<b>Date for next PP Strategy Review</b>	Mar 2020

2. Current attainment			
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% reached the expected standard in reading, writing & maths		This data is not useful due to the extremely small numbers of Pupil premium children at the school.	
KS1-2 progress score in reading			
KS1-2 progress score in writing			
KS1-2 progress score in maths			
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	Oral language skills are lower for some pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.		
B.	Children’s short term and long term recall is below expected. This makes retention of knowledge and concepts difficult.		
C.	Written language skills (with a focus on grammar) are lower for some pupils eligible for PP than for other pupils. This slows writing progress in subsequent years.		

<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Support for educational activities at home is an issue for some of our PP children. Attendance has been an issue in the past for some of these pupils but not currently (needs to be monitored).

<b>4. Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Oral language is sufficiently developed to allow children's reading and comprehension skills to catch up to their peers.	PP children make good progress with reading skills (Insight data). PP children are able to use a wide range of vocabulary related to each topic accurately. PP children demonstrate good oral language in Speaking and Listening tasks and presentations to the class.
<b>B.</b>	Children develop strategies that support their long and short term recall.	PP Learning walks evidence children using strategies to support recall and teaching staff articulating and encouraging the use of these. PP children show progress with objectives related to recall such as multiplication knowledge etc.
<b>C.</b>	Written language skills show improvement and lead to greater progress in writing.	PP children make good progress with writing skills (Insight data). Children show greater enthusiasm for written tasks across the curriculum.
<b>D.</b>	Activities such as reading are supported at home, resulting in greater progress.	PP children engage in home learning. Core skills such as reading show progress (Insight tracking).

5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A and C	Teaching assistants in both classrooms.	TA to be deployed throughout the classrooms in English and Maths to support the teacher in delivery of the curriculum. We want to allow more time for the teacher to target PP children or those who have a particular block. Through placing a TA in the classroom this will allow for more accurate differentiation and implementation of this.  <a href="https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Making_best_use_of_TAs_printable.pdf">https://v1.educationendowmentfoundation.org.uk/uploads/pdf/Making_best_use_of_TAs_printable.pdf</a>	Drop-ins Pupil Premium book look	RS	Termly
Total budgeted cost					£3835

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B and C	A proportion of teaching staff salaries accounted to PP funding to allow for 1:1 and small group provision for identified children in KS2.	Some of the students need targeted support to catch up and close the gaps. They are identified based on teacher assessment and through Summative assessments. This type of targeted support is most effective with pupils who, when a skill or concept has been taught in class it has not been grasped, and subsequent efforts have failed to secure it. The Making good progress research suggests that a highly individualised approach is the most effective way of ensuring pupils make progress.	Drop-ins  Pupil premium Insight reviews.	Head teacher	February 2020
Total budgeted cost					£2425

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B	SENCo to introduce intervention to support Working memory.	The research on working memory suggests that difficulties in this area have significant impact on children's development of core skills. We have a small group of pupils who are failing to make progress (especially in mathematics) because they struggle to retain prior learning or utilise learning in different contexts. Strategies to support working memory would be beneficial for this group, alongside a structured intervention. <a href="https://www.cogmed.com/wp-content/uploads/CogmedClaimsEvidence.pdf">https://www.cogmed.com/wp-content/uploads/CogmedClaimsEvidence.pdf</a>	The head teacher and SENCo to monitor progress through pupil specific interventions.	SENCo	October 2019
To increase support for learning at home.	Provide regular guidance for parents regarding ways to support learning at home.  Introduce a reward system for reading regularly at home.	The EEF research on parental engagement points out that it is very difficult to attract and retain parents from disadvantaged backgrounds to attend courses and programmes. The school will therefore use its existing open door policy to support parents and also motivate pupils so that they take the lead in increasing the amount of learning activities happening at home.	Ongoing conversations with parents.  Records of pupils home learning and reading activities.	Core subject lead	Termly
<b>Total budgeted cost</b>					<b>£125</b>

6. Review of expenditure				
Previous Academic Year – 2018/19				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve oral language skills for pupils eligible for PP.  Improve written language skills (particularly their grammar) for pupils eligible for PP.	Learning support workers in each classroom.	<p>The Pupil Premium pupils who were below ARE have all made progress towards ARE in reading with one child achieving ARE this year. The child at ARE is now working Above ARE.</p> <p>The Pupil Premium pupils who were below ARE in writing have all made some progress but still need support to access learning at ARE. The child at ARE has maintained this.</p> <p>Progress of other children has been good in reading and writing.</p>	<p>With the mixed age structure in place at the school, the TA's in each classroom are vital to provide targeted teaching and support for individuals to ensure they are accessing the learning at ARE.</p> <p>Drop-ins throughout the year evidence the effective use of TAs to ensure that children are receiving input at the correct level.</p> <p>A key lesson learned is the importance of access to qualified teachers for all year groups (rotating the TA provision) and good quality training for TAs. The SENDCo also feels that some children need specific intervention to address their learning skills.</p>	£7600

<p>Improve oral language skills for pupils eligible for PP.</p> <p>Improve written language skills (particularly their grammar) for pupils eligible for PP.</p>	<p>A proportion of teaching staff salaries accounted to PP funding to allow for a smaller class teaching model with high adult to children ratios.</p>	<p>See above.</p>	<p>The higher adult to child ratios are allowing us to provide a high quality education for children despite the very small numbers across the Primary age range.</p> <p>With reduced numbers of Pupil Premium children this year, we will need to find alternative ways of funding our staffing levels.</p>	<p>£2000</p>
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for	Lessons learned (and whether you will continue with this approach)	Cost
<p>Improve oral language skills for pupils eligible for PP.</p> <p>Further educational opportunities are in place for eligible PP children allowing for knowledge to be retained better.</p> <p>Improve written language skills (particularly their grammar) for pupils eligible for PP.</p>	Learning support workers in each classroom.	<p>The Pupil Premium pupils who were below ARE have all made progress towards ARE in reading with one child achieving ARE this year. The child at ARE is now working Above ARE.</p> <p>The Pupil Premium pupils who were below ARE in writing have all made some progress but still need support to access learning at ARE. The child at ARE has maintained this.</p> <p>Progress of other children, in particular those new to the school, has been good in reading, writing and mathematics.</p>	<p>With the mixed age structure in place at the school, the TA's in each classroom are vital to provide targeted teaching and support for individuals to ensure they are accessing the learning at ARE.</p> <p>Drop-ins throughout the year evidence the effective use of TAs to ensure that children are receiving input at the correct level.</p> <p>A key lesson learned is the importance of access to qualified teachers for all year groups (rotating the TA provision) and good quality training for TAs. The SENDCo also feels that some children need specific intervention to address their learning skills.</p> <p>This approach will continue.</p>	£7600



iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates for pupils eligible for PP.	Regular monitoring and discussion with noted PP children's parents.	Attendance data for PP pupils has improved.	Dialogue with parents on this has continued. All absences without clear evidence of ill health are followed up by a phone call from the head teacher. We need to maintain a high emphasis on attendance through newsletters etc.	£0

7. Additional detail
In this section you can annex or refer to <b>additional</b> information which you have used to support the sections above.