



Pupil premium strategy statement:

| 1. Summary information | | | | | |
|------------------------|---------------------------|----------------------------------|----------|--|-----------|
| School | Churchfield Church School | | | | |
| Academic Year | 2017/2018 | Total PP budget | £237,000 | Date of most recent PP Review | July 2017 |
| Total number of pupils | 458 | Number of pupils eligible for PP | 187 | Date for next internal review of this strategy | Jan 2018 |

| 1. Current attainment | | | | |
|--|------------------------|----------------------------|---------|--------------|
| | Pupils eligible for PP | Pupils not eligible for PP | GDS(PP) | GDS national |
| GLD | 63% | 75% | 0% | n/a |
| Phonics (33chn/ 47chn) | 75% | 63% | n/a | n/a |
| KS1 Reading | 74% | 83% | 32% | 25% |
| KS1 Writing | 63% | 83% | 21% | 16% |
| KS1 Mathematics | 74% | 83% | 11% | 21% |
| KS2 GPS | 47% | 76% | 7% | 31% |
| % achieving expected standard or above in reading, writing and maths | 20% | 41% | | 9% |
| % achieving expected standard or above in reading | 43% | 62% | 7% | 25% |
| % achieving expected standard or above in writing | 67% | 82% | 23% | 18% |
| % achieving expected standard or above in maths | 33% | 53% | 3% | 23% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Development and application of basic mathematical skills is lower for pupils eligible for PPG. |
| B. | Lower confidence, resilience and motivation for learning identified in children eligible for PPG. |
| C. | Motivation to read, quantity of reading time and access to quality texts |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| E. | Parental engagement in supporting the children in developing learning and behaviour at home and in school |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve knowledge and understanding of key mathematical concepts leading to a narrowing of the gap between PPG and non PPG children. | Pupils eligible for PPG across the school will make accelerated progress leading to the percentage meeting the expected standard to be in line with those not eligible for the grant. |
| B. | Children eligible for the PPG will have increased self-confidence, resilience and motivation for learning. Pupil voice information will identify these. | Pupil voice information will show children will have greater confidence in themselves as learners and motivation for learning. |
| C. | Improved reading progress for PPG children. Children will select texts which interest and extend them as readers. Progress will be tracked through accelerated reader programme. | Children eligible for the PPG will make accelerated progress leading to a narrowing of the gap between them and those children not eligible for the grant. |
| D. | Challenge will be provided for all children at all abilities leading to a greater number of children making expected progress and attainment and the gap narrowing. | Children eligible for the PPG will make accelerated progress leading to a narrowing of the gap between them and those children not eligible for the grant. More able children eligible for the grant will accelerate ensuring they are in line or higher attaining than their more able non PPG peers. |
| E. | Parental engagement in supporting the children to develop learning and behaviour at home and in school | Parent/Pupil voice will identify an improvement in home environment. Progress of children within families targeted will be on track or accelerated. |

| 5. Planned expenditure | | | | | |
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| Academic year | 2017/2018 | | | | |
| 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. Improve knowledge and understanding of key mathematical concepts leading to a narrowing of the gap between PPG and non-PPG children. | TA support in classrooms. Afternoon classroom support in EYFS and KS1 focusing on PP children. Specific interventions run by TAs with training. | When TAs are given a particular pedagogical role or responsibility for delivering specific interventions the effect appears to be greater, particularly with training and support. Pupils' perceptions and attitudes may be more positively affected. <i>EEF toolkit 2012.</i> In our setting where self esteem and moral of children is low and attitudes to learning often poor use of TAs to deliver interventions and in class support. | PPM will clearly identify specific need to target for individual need. DHT/AHT and class teacher will ensure this is in place. Grouped children will be supported by targeted TA. Appropriate training will be implemented. | DHT/AHT SENCO Maths Lead | Jan 2018 |
| D. Challenge will be provided for all children at all abilities leading to a greater number of children making expected progress and attainment and the gap narrowing. | CPD developing challenge through effective feedback. TA support in classrooms to target specific need and provide verbal feedback. Educational visit opportunities provided through funding to broaden horizons. Nurture provision provided to ensure children can focus on academic progress. | We want to invest some of our PP grant in longer term changes that will enable all children to be challenged and make progress. Many evidence sources e.g. EEF Toolkit suggest that high quality feedback is an effective way to improve attainment and progress and it is suitable as an approach that we can embed across the school. Whole school review identified need to focus on ensuring challenge is in place for all children and they have time to access it. | Moderation across the school – led by SLT – will enable all members of staff to take ownership of challenge in their classes and across the school. MA trust moderation to focus on these aspects by looking at others and having own books scrutinized. Learning walks and book scrutiny will focus on these aspects. | SLT | Jan 2018 |
| Total budgeted cost | | | | | £122,165 |

| F. Targeted support | | | | | |
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| 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. Improved reading progress for PPG children. Children will select texts which interest and extend them as readers. Progress will be tracked to assess progress. | <p>Accelerated reader programme in place for all children</p> <p>Targeted TA daily reading with TA in class, use of assessment data to inform this.</p> <p>Use of family understanding to ensure children who struggle to read at home are given the opportunity.</p> <p>Class audit of books to ensure appropriate books are available.</p> | <p>AR is evidence based and enables progress to be measured and tracked over time.</p> <p>Through research the EEF has estimated an additional 5+ progress for PPG children on AR.</p> <p>We will be initially targeting those just below the expected standard appropriate for them. Focusing on the key skills of reading and developing them further.</p> <p>Research shows that children who are not reading at home make significantly less progress than their peers.</p> | <p>KF will oversee running of AR programme given new staff training and ensuring that</p> <p>Internal training will be provided for TAs to focus on key questioning strategies in order to develop progress.</p> <p>SLAT to liaise with TA and class teachers to ensure impact.</p> | <p>KF/SP</p> <p>SLT</p> <p>SLT</p> | Half termly in pupil progress meetings. |
| A. Improve knowledge and understanding of key mathematical concepts leading to a narrowing of the gap between PPG and non PPG children | <p>Targeted maths in class support through TA role in classroom.</p> <p>TAs will run specific out of classroom interventions in afternoons.</p> <p>DHT will target specific children through peer teaching and support in class.</p> | <p>Review of impact of interventions from last year has clearly identified those which have had an impact and those which have not. This is allowing us to focus clearly and resource those which are most positively impacting on progress.</p> | <p>Class teachers will meet with the Deputy Head/AHT each half term to identify the PPG children to be targeted by support.</p> <p>Impact of this support will then be tracked at follow up pupil progress meetings.</p> | DHT/AHT | Half termly |

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| <p>C. Children eligible for the PPG will have increase self-confidence, resilience and motivation for learning.</p> | <p>Play Therapy (4 children identified) - PP children that need it access play therapy sessions to help come to terms with traumatic experiences and develop emotional resilience.</p> <p>Development of nurture space</p> <p>Forest school - PP children benefit from intensive support for social and emotional development leading to stronger self-esteem.</p> <p>Café enterprise project</p> <p>School visits - Support with paying for school trips</p> <p>Support accessing residential trip</p> <p>Breakfast club</p> <p>PFSA support</p> | <p>Evidence and testimony from a range of settings shows clear improvements in self-esteem leading to a greater ability to engage in learning.</p> <p>Vast evidence bank highlighting impact of forest school on confidence, social skills and language acquisition.</p> <p>Children will experience the skills, knowledge and aspirations they need to succeed in life including developing understanding of investment, profit, personal interactions and basic roles in the running of the café.</p> | <p>Pre and post assessments and academic progress.</p> <p>Customer feedback to ensure quality. MA to ensure that children are prepared in regards to structure and organisation.</p> | <p>AHT/Deputy</p> | <p>Jan 2017</p> |
| <p>Total Budgeted Cost</p> | | | | | <p>£60 000</p> |

| iii: Other approaches | | | | | |
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| <p>E. Parental engagement in supporting the children in developing learning and behaviour at home and in school.</p> | <p>Pastoral support worker</p> <p>Support provided for families and children who need help with aspects of child care and emotional health and wellbeing.</p> <p>Nurture provision</p> <p>Attendance and family meetings, meetings linked to PP children attended by relevant Churchfield Staff</p> <p>Pupil Premium Café enterprise project</p> | <p>Key support for families provided with relevant input from school staff to help improve family welfare.</p> <p>EEF toolkit suggest social and emotional learning, on average, have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>Support will reduce anxiety for families and improve outcomes.</p> <p>Family attendance at school on informal basis to improve confidence and reduce family anxiety.</p> | <p>All key stake holders will have input and discussion about relevant families to assess impact.</p> <p>DHT and AHT along with CTs will track academic progress and discuss 'soft skills'.</p> | <p>DHT/SENCO/AHT</p> | <p>Termly</p> |
| <p>C. Children eligible for the PPG will have increase self-confidence, resilience and motivation for learning.</p> | <p>Resources to support in class interventions and pastoral interventions.</p> <p>Coaches for Wells/ Festivals etc</p> <p>Thrive trained nurture staff</p> <p>ELSA trained nurture staff</p> | <p>EEF toolkit suggest social and emotional learning, on average, have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> | <p>Trained staff (SM) will coordinate with class teachers and SLT to discuss soft and hard progress.</p> | <p>Learning Mentor.</p> | <p>Jan 2018</p> |
| <p>Total Budgeted Cost</p> | | | | | <p>£20 000</p> |
| <p>SLT and governors to carry out a pupil premium review to clarify most effective use of remaining spend.</p> | | | | | |