

Pupil premium strategy statement Churchfield CE Primary Academy

1. Summary information					
School	Churchfield CE Primary Academy				
Academic Year	2020-21	Total PP budget	£92,735	Date of most recent PP Review	Sept 19
Total number of pupils	151	Number of pupils eligible for PP	56 (37%)	Date for next internal review of this strategy	Jan 21

2. Current attainment (from 2019/20 KS2 SATS results)

Due to the closure of school from March 2020 to June 2020 for almost all children and the partial opening from June onwards, there is no standardised end of key stage data. We assessed all children when they returned to us in September 2020 and have allocated funding based on these outcomes. The information below shows a baseline assessment for each year group, identifying children that have regressed or stayed the same, based on their 'flight path'. It should be noted that this does not reflect attainment levels for each year group.

	Reading		Writing		Maths	
	Non-PP	PP	Non-PP	PP	Non-PP	PP
Year 1	10	6				
% remaining the same	100%	100%	90%	66%	70%	50%
% falling back	0%	0%	10%	33%	30%	50%
Year 2	11	6				
% remaining the same	82%	100%	64%	100%	55%	33%
% falling back	18%	0%	36%	0%	45%	66%
Year 3	17	12				
% remaining the same	88%	83%	94%	83%	88%	83%
% falling back	12%	17%	6%	17%	12%	17%
Year 4	9	7				
% remaining the same	78%	100%	100%	100%	75%	71%
% falling back	22%	0%	0%	0%	25%	29%
Year 5	18	10				
% remaining the same	94%	100%	83%	90%	94%	80%
% falling back	6%	0%	17%	10%	6%	20%
Year 6	13	14				
% remaining the same	100%	92%	92%	92%	85%	92%
% falling back	0%	8%	8%	8%	15%	8%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children have missed a significant amount of learning time from March – September 2020
B.	Unable to be flexible with staffing classes and intervention groups due to class bubbles
C.	Lack of 'life experiences' and wider understanding of local, national and global culture, history, geography and issues.
D.	Social, Emotional and Mental Health needs of PP children (17% of PP children are looked after, on Child in Need or Child Protection plans)
E.	22% of PP children are classed as SEN Support
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Parental engagement (home learning) Participation in learning whilst at home during lockdown Lower attendance due to COVID19

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure that all PP children who regressed or remained the same through lockdown make accelerated progress to catch up and be on track to meet end of year targets	Children make accelerated progress through the year, ensuring they meet their end of year targets (based on prior attainment)
B.	Children will have received a broad and rich curriculum, achieving in-line with non-PP peers	External validation of curriculum through Trust moderation and review. Data will show that PP children have achieved in-line with non-PP children.
C.	PP children with identified SEMH needs will be engaged in learning and achieve in-line with other children.	Identified children will have achieved in-line with others. Reducing number of recorded behaviour incidents for these children.
D.	Reading outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap)	For PP children to achieve the end of KS1 / KS2 reading expectations (in line with the national average)
E.	Writing outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap)	For PP children to achieve the end of KS1 / KS2 writing expectations (in line with the national average)
F.	Maths outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap)	For PP children to achieve the end of KS1 / KS2 maths expectations (in line with the national average)

5. Planned expenditure

Academic year

2020-2021

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?
To ensure that all PP children who regressed or remained the same through lockdown make accelerated progress to catch up and be on track to meet end of year targets	<p>Actions outlined in recovery curriculum</p> <p>Use of pre-teaching to cover individual and small group gaps</p> <p>Use of AfL strategies to identify whole-class gaps and plan to address these before starting to work at year-group expectations.</p>	Keep up not catch up approach is seen as good practice	<p>Raising Standards enquiries</p> <p>Data drops</p> <p>Pupil Progress Meetings</p> <p>Raising Achievement Board meetings</p> <p>Progress Board meetings</p>	SLT	<p>Baseline and then termly data drops</p> <p>Review continually as part of Academy Improvement Plan review.</p> <p>On-going monitoring of books and learning walks</p>
Closing the gap between PP and non-PP children	<p>Targeted teacher and TA led intervention.</p> <p>Maintain as high an adult: child ratio as possible</p>	Regular specific intervention and guided groups has proven to be an effective way to raise attainment for this group of pupils.	<p>Raising Standards enquiries</p> <p>Data drops</p> <p>Pupil Progress Meetings</p> <p>Raising Achievement Board meetings</p> <p>Progress Board meetings</p>	SLT	Termly formal review with on-going monitoring of books and learning walks

Children will have received a broad and rich curriculum, achieving in-line with non-PP peers	Use of Edison Learning's Connected Curriculum. Increased number of visits and visitors. Visits and visitors planned to fit topics. Subsidy to residential visit and other visits.	Previous analysis of curriculum assessment data and monitoring though pupil voice shows a lack of cultural capital, which is most pronounced amongst PP children.	Raising Standards enquiries Data drops Pupil Progress Meetings Raising Achievement Board meetings Progress Board meetings	SLT	Termly formal review with on-going monitoring of books and learning walks
Total budgeted cost					£64,310
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?
To improve the social and emotional well-being and mental health of PP children.	To provide counselling, HOPE project work, nurture and Positive Play for targeted children. Forest Schools	Impact of these interventions from previous years has been substantial	Feedback from SAFS worker Reduction in recorded behaviour incidents Safeguarding referrals	MP – HOPE GL - SENCo	Half-termly feedback Behaviour and Safeguarding reports in Principal's report termly.
Total budgeted cost					£21,276
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?
To increase engagement with learning at home and encourage further parental support.	Use of Knowledge Organisers. Menu of home-learning tasks Class Dojo links to parents Invite parents of PP children in to school as volunteers and to	Following a trial engagement with home-learning remained high Use of Class Dojo was one of the successes of the lockdown period and has opened up communication and engagement opportunities	Attendance at open mornings (record) Records of children completing home-learning tasks Record parent helpers on visits	SLT	Termly After each class open morning and visit.

	<p>accompany children on visits.</p> <p>Class open mornings/ class assemblies</p>	<p>Class assemblies and open mornings regularly have attendances of over 50% of children with an adult attending</p>			
<p>To ensure that PP children have access to IT equipment and internet to enable them to learn at home if forced to isolate or as part of normal learning expectations</p>	<p>Survey parents to establish what capacity there is at home for remote learning</p> <p>Order the hardware necessary to support all children should they need to isolate</p> <p>Order hardware necessary to support children in school and take advantage of the on-line learning opportunities now on offer</p>	<p>Government guidance has made this a requirement</p> <p>Some children were not able to access as much learning as we would have liked during the lockdown period, due to restricted/ no access to internet or IT hardware</p>	<p>Record engagement of PP children and non-PP children where bubbles/ groups are sent home</p> <p>Record usage of online learning opportunities used in school</p>	SLT	<p>As and when bubbles/ groups are sent home</p> <p>On-going monitoring of online learning package reports and learning walks</p>
<p>To ensure children have all necessary uniform and equipment to be able to attend school and join lessons</p>	<p>Purchases made of spare and replacement uniform, shoes etc</p>	<p>These actions in previous years have improved self-esteem, attendance, behaviour and engagement with learning in previous years.</p>	<p>Log purchases made and cross-reference with behaviour, attendance, well-being and achievement data</p>	SLT SBM	<p>Per purchase</p>
<p>Total budgeted cost</p>					<p>£7,150</p>

6. Review of Expenditure

Spending for Academic Year 2019-2020

Allocated grant 2019-20: £95,040

Desired outcome	Chosen action/approach	Cost	Impact
i. Quality of teaching for all			
Diminish the difference between PP and non-PP children for reading in KS2	<p>Use of Star and Accelerated Reader reports to provide all children with appropriate reading to meet their needs.</p> <p>Explicit teaching of the skills necessary to understand and interpret texts.</p> <p>All PP pupils to be heard read by an adult 1,3 or 5 times per week according to Academy policy.</p> <p>Small class sizes.</p>	£39,478	<p>The lack of end of year data makes this hard to quantify this year.</p> <p>In almost all classes the % of PP children 'staying the same' was higher than for non-PP children</p> <p>The speed of 'recovery' will be tracked to ensure that the impact of these actions has not been greatly diminished by school closures etc.</p>
Diminish the difference between PP and non-PP children for writing in KS2	<p>Use of writing assessment to plan next steps for children to meet targets.</p> <p>A mix of Teacher, TA led and independent writing</p> <p>Small class sizes.</p>		<p>The lack of end of year data makes this hard to quantify this year.</p> <p>In almost all classes the % of PP children 'staying the same' was higher than for non-PP children</p> <p>The speed of 'recovery' will be tracked to ensure that the impact of these actions has not been greatly diminished by school closures etc.</p>
To broaden and enrich the curriculum	<p>Use of Edison Learning's Connected Curriculum.</p> <p>Increased number of visits and visitors. Visits and visitors planned to fit topics.</p>		<p>The lack of end of year data makes this hard to quantify this year.</p> <p>The speed of 'recovery' will be tracked to ensure that the impact of these actions has not been greatly diminished by school closures etc.</p> <p>An increased % of PP children attended the residential visit in 2020 vs 2019</p>

	Subsidy to residential visit. Use of Purple Mash on-line resource		
ii. Targeted support			
To increase the % of PP children achieving at higher levels	Targeted teacher and TA led intervention. Maintain high adult: child ratio.	£36,062	The lack of end of year data makes this hard to quantify this year.
To diminish the difference between PP and non-PP children in specific areas of the curriculum.	Targeted teacher and TA led intervention. Maintain high adult: child ratio.		The lack of end of year data makes this hard to quantify this year. In almost all classes the % of PP children 'staying the same' was higher than for non-PP children The speed of 'recovery' will be tracked to ensure that the impact of these actions has not been greatly diminished by school closures etc.
iii. Other approaches			
To improve the social and emotional well-being and mental health of PP children.	To provide counselling, HOPE project work, nurture and Positive Play for targeted children. Forest Schools Behaviour Support package	£19,500	Referrals to Tier 2 services have reduced when compared to 208/2019 Welfare checks were carried out for all PP children at-least fortnightly throughout lockdown period Reduction in behavioural issues linked to emotional well-being for children who work regularly with SAFS worker. Nurture Group approach led to significant reduction in behavioural incidents for children linked to emotional well-being for 10/11 children involved.
To increase engagement with learning at home and encourage further parental support.	Use of Knowledge Organisers. Menu of home-learning tasks Class Dojo links to parents Invite parents of PP children in to school as volunteers and to accompany children on visits. Class open mornings/ class assemblies		Far greater engagement with learning and school life has been seen using Class Dojo. 98% of PP families are 'connected'

To ensure children have all necessary uniform and equipment to be able to attend school and join lessons	Purchases made of spare and replacement uniform, shoes etc		All PP children have the necessary uniform etc and this has a positive impact on self-esteem and the ability to learn.
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