

Churcham Primary School

Pupil Premium Report

September 2019 – July 2020

Summary Information					
School	Churcham Primary School				
Academic Year	2019 -20	Total PP Budget	£18,480	Date of review	July 2019
Total number of pupils	50	Number of eligible pupils	14	Date of next review	July 2020

Some barriers that are being overcome at Churcham C of E Primary School

For pupils who qualify for pupil premium in our local context, some potential barriers to learning include the following:

- Financial restraints
- Access to larger groups of peers
- Access to activities that may not be provided locally
- Aspiration for educational success
- Need for healthy lifestyle choices / increased physical activity
- Poor attendance and punctuality

Desired Outcomes:

Desired outcomes and how they will be measured	Success criteria
Pupils engage in a range of enrichment/extra-curricular activities	<ul style="list-style-type: none">• Residential trips funded• Swimming tuition funded• School trips funded• Sports club and holiday provision funded• PP pupils have the same experiences as non PP pupils• PP pupils have opportunities to participate in a range of arts based learning activities
Any gaps in reading, writing and maths to be closed to ensure pupils make expected or better progress	<ul style="list-style-type: none">• PP pupils to make expected or better progress• PPM focus upon progress and provision for PP pupils• Targeted support and intervention for PP pupils not making expected progress• PP pupils fully understand their successes and their next steps in learning• External agencies are used to support pupils• 1:1 and small group interventions in place• High quality resources to support teaching

	and learning
PP pupils have improved concentration and engagement	<ul style="list-style-type: none"> Targeted pupils understand importance and impact of healthy lifestyles on learning Concentration and learning behaviours are improved Teachers report that targeted pupils have improved memory and retention of information.
More able learners are motivated and challenged to ensure rates of progress are maintained and aspirational targets are achieved	<ul style="list-style-type: none"> Pupils respond well to levels of challenge PPM focus upon progress and provision for PP pupils Targeted support and intervention for More Able PP pupils to ensure individual targets are met 1:1 and small group interventions are used to challenge/deepen learning
Targeted PP pupils have improved rates of attendance	<ul style="list-style-type: none"> Targeted pupils attendance and punctuality is improved from 2018 - 19
Emotional and well-being support is available for pupils when needed	<ul style="list-style-type: none"> Staff awareness and understanding of indicators and strategies to support pupils is improved PP pupils are able to access emotional and well-being support at point of need

Actions

Desired outcome	Approach/action	Rationale	Implementation
Pupils in engage in a range of enrichment/extra-curricular activities	School to fund range of school based and extra-curricular activities including access to holiday sports clubs	PP pupils have access to and opportunity to experience same experiences as non PP pupils. More PP pupils are accessing provision during school holidays.	On – going Led by MK & GS Funding activities for PP pupils. Discussion options with parents
Any gaps in reading, writing and maths to be closed to ensure pupils make expected or better progress	CPD on meeting needs of all learners.(English and maths focus) SENDCO to provide targeted support Ed Psych visits 1:1 support and small group intervention High quality resources purchased Tracking progress and aspirational targets	Personalised learning in place SENDCO provides specialised support in designing and monitoring interventions Individual needs are addressed	MA to provide training and support for all staff. PP focus at PPMs Sept 2019 – 15.5 hours of targeted TA support weekly. Focus and deployment reviewed half termly Planning clearly identifies PP pupils and actions to support their learning.
PP pupils have improved concentration and co-ordination	Fizzy Programme Additional CPD for MA on research based approaches	PP pupils have access to 1:1 support MA to support staff in using range of strategies to facilitate and enhance learning.	GS to lead Fizzy Programme MA to provide ongoing support with improving self-esteem and focus upon building learning

			skills and resilience
More able learners are motivated and challenged to ensure rates of progress are maintained and aspirational targets are achieved	CPD on meeting needs of all learners (English & maths focus) 1:1 challenge and small group intervention High quality resources purchased Tracking progress and aspirational targets	Personalised learning in place PP pupils are challenged and progress aspirational targets are achieved	On – going Focus at PPMs Targeted use of teaching time and dedicated TA Pupils respond well to challenge
Emotional and well-being support is available for PP pupils when needed	CPD for ALL staff on symptoms of and approaches to support pupils SEND/PP Lead to oversee Staff support as required	PP pupils have access to support if needed	CPD – Oct 2019 Targeted use of SEND/PP Lead time Jan 2020 – meetings with parents to raise awareness/access to services

How much Pupil Premium did we receive for the 2018 - 19 financial year?

Funding Type	Pupils	Total
Pupils currently in receipt of Free School Meals or Ever 6	10	£13,200
Total		£13,200

How was the money spent during the 2018 - 19 academic year?

PUPIL PREMIUM EXPENDITURE	TOTAL
Resources to develop reading	£600
Outdoor learning resources	£500
Trips and residentials	£750
Qualified teacher support including SEND hours	£8,216
Booster and 1-2-1 tuition (TA)	£1,990
Extra-curricular activities	£360
Memory resources	£192
Music tuition	£592
	£13,200

What was the impact of the spending?

Targeted maths support	
Targeted support delivered by a trained Teaching Assistant using the 'In Gloucestershire All Pupils Count' intervention. The programme is aimed at Y2 and lower KS2 pupils. It includes a diagnostic screening and 1:1 lessons.	
Objective(s): To identify specific areas of development for individual pupils and to accelerate progress in these specific areas through	Impact: Improved outcomes for pupils in targeted areas. Information from diagnostic screening has been shared with class

targeted teaching.	teacher and has led to increased provision of Quality First teaching.
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Qualified Teacher Support	
A qualified teacher has worked alongside the class teachers to enhance Quality First Teaching. Pupils identified as being more able are receiving targeted intervention.	
Objective(s): To enhance the quality of teaching and learning. To accelerate the progress of pupils and close attainment gaps.	Impact: Quality First teaching has been enhanced Improved focus upon the needs of vulnerable learners and progress accelerated for 3 pupils including those identified as more able.

Booster Groups and 1-2-1 tuition	
Targeted support has been given to individual pupils with reading, writing and maths skills. These personalised programmes have been developed by our SENDCO.	
Objective(s): To accelerate progress and close attainment gaps in reading, writing and maths.	Impact: Group booster and 1:1 support has accelerated progress towards personalised targets.

Reading materials	
To provide a range of high quality reading materials.	
Objective(s): To ensure learners have access to a range of high quality reading materials that are appropriate to their age and stage of reading development.	Impact: The pupils are enjoying the new materials and pupil conferencing shows that attitudes towards reading have improved; particularly amongst boys. Range of texts is providing challenge for KS1 pupils identified as potential to be GDS.

Extra-curricular activities and trips	
Use of funding to allow pupils to access wider range of activities and to increase contact with other peers, through trips, extra-curricular activities and residential.	
Objective(s): To enhance life experiences and to extend breadth of opportunity. To increase contact with larger group of peers.	Impact: Access to these activities has been enabled for all pupils. Barriers removed for some pupils. PP pupils are accessing holiday clubs and after school sports clubs

SENDCO support	
Qualified SENDCO who provides training for Teaching Assistants, oversees strategic leadership of SEND and secures the support of outside agencies.	
Objective(s): Meeting the needs of vulnerable learners and accelerating progress. Providing targeted support and intervention for pupils. Removing barriers to learning.	Impact: The needs of learners are met. Additional, bespoke programmes of support are in place. These are rigorously monitored and adapted to ensure maximum impact. All pupils have made progress against individual targets. Y5 PP pupils receiving support with readiness for Y6

EYFS outdoor resources	
To ensure a positive start to schooling through a well resourced, high quality provision for EYFS. Build strong engagement to learning for all pupils.	
Objective(s): Ensuring continuous provision is provided for all aspects of EYFS curriculum. Opportunities are provided for pupils to initiate learning and to display preferences	Impact: Observations show that pupils are choosing to use range of resources provided. Pupils show improved responsibility and ownership of learning.

Educational Psychologist	
Access to the specialist expertise of an Educational Psychologist formal assessments of pupils and liaised closely with staff, parents and the pupils.	
Objective(s): To identify and explore specific barriers to learning. To acquire specialist advice on the best ways of accelerating the progress of specific learners.	Impact: Formal assessments completed, barriers identified and strategies to overcome barriers have been suggested. Parents fully involved. The specialist advice has been thoroughly acted upon and teaching and learning approaches have been further personalised for these pupils.
PE intervention	
Gary Sutton to deliver 'Fizzy Programme'	
Objectives: To develop movement and co-ordination skills ensuring full access to PE curriculum To increase physical activity in a fun way.	Impact: Tracking shows progress in identified areas. Observations in lessons show improved engagement and participation in lessons. Pupils also taking part in after school & holiday clubs; feedback from pupils and parents is positive.

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If you require any further information regarding our Pupil Premium funding and outcomes, please contact Michelle Kelly.