

## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Churchill Gardens Primary Academy				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£125,085	<b>Date of most recent PP Review</b>	10 <sup>th</sup> November 2020
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	77	<b>Date for next internal review of this strategy</b>	October 2021

KS2 Attainment			
Overall measures	PPG 2019/20	Non-PPG 2019/20	Overall 2019/20
Average scaled score (Re, Ma)	106.8	106.5	106.7
% Expected standard (Re, Wr, Ma)	85%	85%	85%
% Higher standard (Re, Wr, Ma)	23%	23%	23%
% Expected standard (Reading)	92%	92%	92%
% Expected standard (Writing)	85%	85%	85%
% Expected standard (Maths)	92%	92%	92%

KS2 Pupil Progress Scores			
Measure	PPG 2019/20	Non-PPG 2019/20	Overall 2019/20
Average scaled score (Re, Ma)	+3.1 (+1.8)	+1.3	+2.3
% Expected standard (Re, Wr, Ma)	+23% (+13%)	+10%	+17%
% Higher standard (Re, Wr, Ma)	+12% (0%)	+12%	+12%
% Expected standard (Reading)	+20% (+10%)	+10%	+16%
% Expected standard (Writing)	+16% (+11%)	+5%	+11%
% Expected standard (Maths)	+20% (+10%)	+10%	+10%

KS1 Attainment			
Overall measures	PPG 2019/20	Non-PPG 2019/20	Overall 2019/20
% Expected standard (Re, Wr, Ma)	85%	85%	64%
% Higher standard (Re, Wr, Ma)	23%	23%	20%
% Expected standard (Reading)	80% (-7%)	87%	84%
% Expected standard (Writing)	70% (-3%)	73%	72%

% Expected standard (Maths)	80%	80%	80%
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KS1 Pupil Progress Scores			
Measure	PPG 2019/20	Non-PPG 2019/20	Overall 2019/20
% Expected standard (Re, Wr, Ma)	+23% (+13%)	+10%	+19%
% Higher standard (Re, Wr, Ma)	+12%	+12%	+19%
% Expected standard (Reading)	+13% (-22%)	+35%	+25%
% Expected standard (Writing)	+8% (-27%)	+35%	+23%
% Expected standard (Maths)	+13% (-13%)	+26%	+20%

2. Barriers to future attainment (for pupils eligible for PPG)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	The complex needs of those children in receipt of Pupil Premium who have SEND
B.	Low levels of parental engagement
C.	Potential lack of high expectations for children in receipt of Pupil Premium

D.	The impact of SEMH issues
<b>External Barriers</b>	
E.	Lack of routine (sleep, food, adult involvement)
F.	Family issues requiring support from social care teams
G.	Lack of enrichment experiences outside of school due to financial impediments
<b>Desired Outcomes</b>	
A.	<b>To address the COVID-19 disadvantage gap</b>
B	<b>All children eligible for pupil premium with SEND will make expected progress in reading, writing and maths.</b>
C.	<b>The capacity of families to parent well will be increased through early intervention, close working with all agencies and additional in school support.</b>
D.	<b>There will be a reduced difference between the percentage of children attaining national expectations in KS1 in receipt of PP and without.</b>
E.	<b>All children eligible for pupil premium will attain expected levels in the Y1 phonic screening.</b>
F.	<b>All children eligible for pupil premium will be settled and secure in school, they will have their emotional needs met and will be happy and ready to engage and learn.</b>
G.	<b>Pupils in receipt of pupil premium are provided with a healthy breakfast and lunch.</b>
H.	<b>All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</b>

3. Planned expenditure						
Academic year		2020-2021				
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	
<b>Aim: To address the COVID-19 disadvantage gap.</b>	Extended school day – additional lesson every day for KS2 children. This includes the addition of an extra English/grammar lesson and extra history lesson (both British and ancient history) per week.	On average, pupils make two additional months progress per year with some evidence that disadvantaged pupils benefit more, making closer to three months progress (EEF).	Whole school monitoring of Teach and Learn (learning walks, lesson observations, work scrutiny) and pupil progress review meetings.	AG/LT	Spring 2021	
	Implementation of KS1 and KS2 handwriting practice booklets.	To improve students' writing stamina and develop the fine motor skills lost during the extended school closure period.	As above	AG/LT	Spring 2021	

<p><b>Improve rates of progress in reading across KS1 PPG pupils</b></p>	<p>Workshops for parents</p> <p>Smaller and targeted phonics groups</p> <p>Beanstalk, and volunteers to read with targeted pupil premium children.</p> <p>Monitoring reading records.</p>	<p>Phonics approaches have consistently been found to be effective in support younger readers to master the basics of reading.</p> <p>Beanstalk research and Puffin World of Stories (see appendix 1).</p> <p>Ensure pupils are reading daily and reading quality texts.</p>	<p>Head of school and Executive head will monitor and review the quality of teaching and learning along with the English Lead and KS1 Phonics Lead.</p> <p>Purchase of new phonics books, guided reading books and reading records.</p> <p>Training for staff.</p>	<p>LT/AG HWE</p> <p>CW/LT</p> <p>CW/LT</p>	<p>Spring 2021</p> <p>During pupil progress meetings (every half term)</p>	
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<p><b>Improve the rates of progress in maths across KS1 PPG pupils</b></p>	<p>Implementation of Maths Mastery in KS1 and ongoing CPD for staff</p> <p>Mathletics subscription</p>	<p>Mastery-led learning leads to smaller variation in outcomes between learners.</p> <p>Pupils can independently work on mathematical fluency at home</p>	<p>Quality assurance of training provision by school leaders will be undertaken to ensure its effectiveness. Classroom observations and pupil data will be used to evidence impact of training.</p> <p>Maths developmental workshops.</p> <p>Reduced gaps between PPG/non PPG at end of KS will evidence efficacy. PBA to support in all Y6 Maths lessons.</p> <p>Workshops for parents</p> <p>Celebration of mathletic achievements</p>	<p>PJ and MA</p> <p>PJ</p> <p>JBA</p>	<p>Pupil progress meetings, half termly</p> <p>PTM tests in July</p>	
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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	Review date	
<p><b>Maintain rates of achievement and parity between PPG/Non PPG eligible pupils at KS1 and KS2</b></p>	<p>Small group teaching using SENDCO support staff</p> <p>Regular assessment through GLS package</p> <p>Pupil Premium children highlighted in half-termly pupil progress</p>	<p>Small, targeted interventions have been shown to improve attainment where delivered effectively.</p>	<p>Members of the SLT will monitor the impact of this programme</p> <p>GAU and TS to monitor implementation of interventions. Pupil data outcomes will evidence comparable outcomes between those eligible for PPG and peers – and compare favourably with national averages.</p>	<p>TS/LT</p>	<p>Half-termly in pupil progress meetings</p> <p>Monthly by SENDCO</p> <p>Half-termly</p> <p>October and July</p>	
<p><b>All children eligible for pupil premium with SEND will make expected progress in reading, writing and maths with particularly focus on Y6.</b></p>	<p>SENDCo to support in class and monitor interventions, with a focus on children in receipt of pupil premium.</p>	<p>Targeted teaching to improve outcomes, and the use of evidence based intervention programmes (e.g. Catch Up Literacy, grammar boot camps).</p>	<p>SENDCo to train TAs in the delivery of evidence-based approaches</p>	<p>TS/GA (SENDCo)</p>	<p>Half termly in pupil progress meetings</p>	

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	
<b>Ensure good attendance from PPG children</b>	<p>Use of magic breakfast to offer a heavily subsidised breakfast club.</p> <p>If need, Head of School will offer subsidised after-school care for identified pupils and families. PP children can attend a free after-school club.</p> <p>Meetings half termly with the Head of School regarding attendance for those identified as</p>	All children need to have good attendance to ensure that they make good progress at school. PPG funding will be used to support families to reduce barriers to good attendance.	Uptake of clubs offered will be monitored. Parents/carers specifically invited to take up these opportunities for their children.	LT/EH	Half-termly	
<b>Ensure PPG children attend curriculum enrichment trips and clubs</b>	Subsidised school trips and clubs for families in receipt of PP. This will include our residential trips to Aberdovey.	Not all families can provide pupils with a diverse range of experiences.	Uptake of trips and clubs offered will be monitored. Parents/carers specifically invited to take up these opportunities for their children.	LT/EH & MLN	Termly	

<p><b>To support identified children with social, emotion behavioural development</b></p>	<p>Greenhouse Sports to provide our PE curriculum, they combine pupil mentoring with a cohesive sports curriculum.</p> <p>Additional focused sports mentoring sessions with a focus on pupil premium children.</p> <p>Development of whole school culture to support students' emotional regulation (zones of regulation)</p> <p>Links with local charities with referrals being made by the SENDCO including outbreak and Dream arts.</p>	<p>We recognise the importance of mental health support in light of the proposals from the 2019 Green Paper on Mental Health.</p> <p>On average, social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of 4 months additional progress on attainment (EEF)</p>	<p>Outbreak reports</p> <p>Impact reports from Greenhouse</p> <p>Monthly meetings with therapists from both services.</p> <p>Review of behaviour data</p>	<p>LT/TS</p>	<p>Half termly</p>	
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Review of expenditure				
Academic year	2019-20	Total Pupils: 191	PPG Eligible Pupils: 70	Total PPG Budget: £121,440
	Goal	Objective		
A	Attainment at the end of EYFS, KS1, KS2 and for the Y1 phonics screening test is at least the same for pupils who qualify for the PPG as for those who do not.	<p>At least 57% of YR who qualify for the PPG pupils achieve a GLD. <i>Due to covid19 pupils were not assessed.</i></p> <p>At least 70% of Y1 pupils who qualify for the PPG pass the phonics screening test. <i>This screening will now take place in December.</i></p> <p>At least 48% of Y2 pupils who qualify for the PPG meet the expected standard in reading, writing and mathematics. <i>Target met</i></p> <p>At least 5% of all pupils achieve greater depth in reading, writing and mathematics. <i>Target met</i></p>		
B	<p>Develop the trips and residential programme.</p> <p>Increase pupil and parental engagement with the education enrichment programme.</p>	<p>60% of parents attend family events, workshops and parent conferences. <i>Partially met – This target was met in the first part of the year, but Covid-19 reduced attendance in the later part of the year.</i></p> <p>Increase the percentage of pupils who attend Saturday Sports and who participate in enrichment activities (including school journeys). <i>Met prior to school closer</i></p>		
C	Attainment at the end of EYFS, KS1, KS2 and for the Y1 phonics screening test is at least the same for pupils who qualify for the PPG and who also have EHC plans or who are on the SEN register as it is for those who do not qualify	<p>At least 5% of YR pupils who have an EHC plan achieve a GLD. <i>Due to covid19 pupils were not assessed.</i></p> <p>At least 19% of Y1 pupils who qualify for the PPG and who also have an EHC plan pass the phonics screening test. <i>This screening will now take place in December.</i></p>		

	<p>for the PPG and who also have EHC plans or who are on the SEN register.</p>	<p>At least 8% of Y2 pupils who qualify for the PPG and who also have an EHC plan meet the expected standard in reading, writing and mathematics. <b>Not met</b></p> <p>At least 9% of Y6 pupils who qualify for the PPG and who also have an EHC plan meet the expected standard in reading, writing and mathematics. <b>Met 1 out of 3 eligible equates to 33%</b></p>
<p>D</p>	<p>Punctuality to meet the national average.</p>	<p>Punctuality for pupils qualifying for the PPG to meet the national average for attendance. <b>Due to covid19 no published national attendance, in school comparisons 89.16% PPG compared to 89.35% for the whole school.</b></p> <p>Reduction in number of pupils who are persistently absent or who have more than 3 lates per half-term. <b>8% (cannot access prior data to compare) however whole school is 10% PA</b></p>