

# Pupil premium strategy / self-evaluation (Christopher Reeves Church of England Primary)

1. Summary information					
<b>School</b>	Christopher Reeves Church of England VA Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£6260	<b>Date of most recent PP Review</b>	Sept '19
<b>Total number of pupils</b>	98	<b>Number of pupils eligible for PP</b>	4	<b>Date for next internal review of this strategy</b>	Sept '20

2. Current attainment (KS2)		
<b>2 pupils</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths		
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		
3. Current attainment (KS1)		
<b>0 pupils</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths		
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in mathematics (as measured in the school)		
4. Current attainment (Phonics)		
<b>0 pupils</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving EXPECTED in Y1 phonics		
% achieving EXPECTED in Y2 phonics (Cumulative)		

1. Current attainment (EYFS)		
1 pupil	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected GLD		
% achieving expected reading		
% achieving expected in writing		
% achieving expected in maths - number		
2. Barriers to future attainment (for pupils eligible for PP)		
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Affordability of additional opportunities – low income families	
B.	Vulnerability factors (PLAC)	
C.		
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
D.	Poor knowledge and understanding of the world	
3. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria
A.	Pupil Premium children to be making good progress in line with non-PP children	At least 3 points progress in Reading, Writing, Maths and Science
B.	More Pupil Premium children to achieve age-related expectations	As indicated by end of year attainment
C.	Pupil Premium children to be accessing additional support, to build confidence and impact on their all round attainment	At least one key strength and / or interest identified and supported by additional opportunity
D.	More Pupil Premium pupils have the cultural capital to be able to access learning across the curriculum and achieve expected standards	As indicated by end of year attainment

**4. Review of expenditure**

**Previous Academic Year** **2019-2020**

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<ul style="list-style-type: none"> <li>Letters and Sounds applied across Key Stage 1 and Early Years Foundation Stage effectively. <b>(All pupils in Reception and Year 1 classes receiving sessions under the programme. Year 2 children below the expected end of Year 1 standards on entry to Year 2 also receiving the programme.)</b></li> </ul>	<ul style="list-style-type: none"> <li>More Pupil Premium pupils reach expected standards across Key Stage 1 and in the Phonics Screening Check</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>We will continue with the use of Letters and Sounds throughout Early Years and KS1.</li> </ul>	£0
<ul style="list-style-type: none"> <li>Early Years children take part in cooking activities every week to develop concepts of Understanding the World</li> </ul>	<ul style="list-style-type: none"> <li>More PP pupils achieve the Early Learning Goal for Understanding the World</li> </ul>	<ul style="list-style-type: none"> <li>Assessments from March 2020 demonstrate that 100% of Pupil Premium pupils in Reception class were on track to achieve the Early Learning goal for Understanding the World.</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to offer this as children have made excellent progress in this area.</li> </ul>	£100

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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<p>Support pupils' academic progress through small group work and targeted interventions</p>	<p>Pupils achieve in line with their non-PP peers</p>	<p>March data shows that Pupil Premium pupils are achieving in line with their peers.</p>	<ul style="list-style-type: none"> <li>• Focus on reading has been effective and lays the foundations for improvements in Writing</li> <li>• Small group work and targeted interventions have enabled pupils to make good progress</li> <li>• Specialist support from external agencies – acted on and integrated into classroom practice – had significant impact on progress</li> </ul>	<p>£4000</p>
<p>Activities to build resilience and expand opportunity</p>	<p>Build confidence and impact on all round attainment</p>	<p>Forest School Outdoor and Adventure Activity Residential</p> <p>All pupils observed to develop social skills, problem-solving, teamwork and leadership, as well as building resilience and taking on personal challenges</p>	<ul style="list-style-type: none"> <li>• Importance of giving weight to learning beyond core subjects and beyond the academic curriculum</li> </ul>	<p>£500</p>
<p>Family Support</p> <ul style="list-style-type: none"> <li>• In-School professional support</li> <li>• External professional support</li> </ul>	<p>Remove barriers to individual pupils' strengths and interests being pursued</p> <p>Provide a holistic, whole family approach to supporting pupils' learning</p>	<p>Yes, enabled all eligible pupils to fully access a wide range of opportunities and enriching the curriculum; activities included school trips, workshops and sport. Improvement in attitude and engagement</p> <p>Due to small numbers of children involved, individual may be easily identified, therefore details of impact are not published</p>	<ul style="list-style-type: none"> <li>• Affirmation of the school's belief that pupils will flourish if supported in a joined up way by home and school</li> </ul>	<p>£1500</p>

**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<ul style="list-style-type: none"><li>• Every PP child will have opportunity to take part in a school trip each year to develop their life experiences</li></ul>	<ul style="list-style-type: none"><li>• PP pupils close the gap with the rest of the cohort</li><li>• PP pupils achieve ARE in reading, writing and maths</li></ul>	Yes, enabled all eligible pupils to fully access a wide range of opportunities and enriching the curriculum; activities included school trips, workshops and sport. Improvement in attitude and engagement	<ul style="list-style-type: none"><li>• Continue to fund places for PP pupils so that they are able to take part</li></ul>	£200

## 5. Planned expenditure

Academic year

2020-2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> <li>Letters and Sounds Phonics applied across Key Stage 1 and Early Years Foundation Stage effectively where appropriate taught by Stage not age</li> </ul>	<ul style="list-style-type: none"> <li>More Pupil Premium pupils reach expected standards across Key Stage 1 and in the Phonics Screening Check</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and teaching assistants will be able to target teaching more accurately</li> <li>Smaller group sizes will allow for more targeted teaching</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of phonics teaching at least half termly</li> <li>Progress tracked on a termly basis</li> </ul>	LF	End of each term during Pupil Progress meetings
<ul style="list-style-type: none"> <li>Early Years children take part in cooking activities every week to develop concepts of Understanding the World</li> </ul>	<ul style="list-style-type: none"> <li>More PP pupils achieve the Early Learning Goal for Understanding the World</li> </ul>	<ul style="list-style-type: none"> <li>Small group work with language development linked to understanding of the world objectives</li> <li>Pupils enjoy these sessions and learn practical skills alongside</li> </ul>	<ul style="list-style-type: none"> <li>Early Years teacher to monitor sessions and ensure language development is a priority</li> </ul>	LF	End of each term during Pupil Progress meetings
<b>Total budgeted cost</b>					£100

### ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Support pupils' academic progress through small group work and targeted interventions	Pupils achieve in line with their non-PP peers	<ul style="list-style-type: none"> <li>We want to provide extra support to enable pupils to achieve their potential, this includes pupils of higher ability; particular focus on developing listening skills and use of phonics</li> <li>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of interventions during lesson observations</li> </ul>	SLT	End of each term during Pupil Progress meetings
<p>Family Support</p> <ul style="list-style-type: none"> <li>In-School professional support</li> <li>External professional support</li> </ul>	<p>Remove barriers to individual pupils' strengths and interests being pursued</p> <p>Provide a holistic, whole family approach to supporting pupils' learning</p>	<ul style="list-style-type: none"> <li>Affirmation of the school's belief that pupils will flourish if supported in a joined up way by home and school</li> </ul>	Monitoring of support on a regular basis	SLT	Termly
<b>Total budgeted cost</b>					£8000
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Every PP child will have opportunity to take part in a school trip each year to develop their life experiences</p>	<ul style="list-style-type: none"> <li>• PP pupils close the gap with the rest of the cohort</li> <li>• PP pupils achieve ARE in reading, writing and maths</li> </ul>	<ul style="list-style-type: none"> <li>• Some PP pupils have little experiences and therefore find it difficult to access reading papers due to lack of experience.</li> <li>• Writing from real life experiences allows pupils to concentrate on composition rather than content</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings with Parents to discuss funding and how we can support trips and visits</li> <li>• Attend some school trips to ensure that pupils are getting the most out of the experiences provided</li> </ul>	<p>All</p>	<p>Ongoing basis to ensure that funds are being accessed equally</p>
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**Total budgeted cost** £500

**6. Additional detail**