



# CHURCHILL C.E.V.C. PRIMARY SCHOOL

## Pupil Premium **Planned Expenditure Report** 2021 - 2022

Pupil premium grant planned expenditure for academic year 2021 – 2022. Pupil numbers are based on the **January 2021 census** data as this is the measure which is used to allocate funding.

### Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll October 2020	196 pupils
Total number of pupils funded from the January census	22 pupils
Amount of PPG received per pupil for FSM (£1345 per pupil)	£21,520
Amount of PPG received per pupil for children adopted from care (£2345 per pupil)	£9,380
Amount of PPG received per pupil for forces personnel (£310 per pupil)	£620
<b>Total amount of PPG received</b>	<b>£31,520</b>

**NB: Looked After Pupils have a separate allocation and this is not included in these figures**

Description	Approximate proportion
Provide additional Learning Support Assistant capacity in Foundation Stage, KS1 and KS2 for targeted academic support	90 %
Fund 50 % of all educational visits and visitors (for pupils in receipt of PPG for Free School Meals)	2 %
Targeted groups led by the school Learning Mentor – social and emotional development	5 %
Purchase specific resources to support targeted intervention. For example, dyslexia resources. It also includes personalised provision for pupils – this may include: access to wrap around care, extracurricular activities	0.7 %
Parental engagement – £50 per pupil	2.3%
<b>TOTAL £31,520</b>	<b>100%</b>
Carry forward from underspent parental engagement and additional PPG from CLA - fund to be targeted towards additional Educational Psychology	£2000

Our spending plan this year reflects our evaluation of the impact of the pupil premium spend in previous years and embodies our commitment to be flexible to match the particular needs of our pupils. The increased percentage allocated to LSA support is a reflection of our commitment to be able to continue to provide targeted academic support, including structured high quality intervention programmes and point of need intervention. As part of this allocation, there is investment in training and development for all class facing members of the team (teachers and support colleagues) so that learning and teaching is of the highest standard for all pupils.

Reflecting the key findings from research, on effective use of pupil premium funding, we are continuing to engage with parents, carers and pupils to hear their views on the most impactful ways to spend the funding.

The table below makes reference to the 'Education Endowment Foundation (EEF) Guide to The Pupil Premium' ([educationendowmentfoundation.org.uk](http://educationendowmentfoundation.org.uk)) and the impact of actions on pupil progress and achievement. Our overall spend is based on a tiered approach, as recommended by the EEF, reflecting the priorities of our current cohort. Investment in our Learning Mentor, as part of the wider strategies, is seen as vital to supporting the emotional well-being pupils and engaging with their families.

We have also used the EEF evidence and research based toolkit to inform our thinking. The EEF have evaluated the impact of a strategy and indicated in months. For example, +2 months indicates that approach has impacted by 2 months greater progress than standard good teaching.

### September 2021 picture

The impact of the pandemic and associated school lockdown, has had a notable impact on pupils' academic achievement, particularly those within the PPG group. Whilst all of our PPG pupils were offered in-school places during the spring lockdown, not all families took up this offer. A significant investment of PPG grant, during lockdown, was used to increase LSA hours to ensure pupils attending school were supported by an adult whilst class teachers taught online.

This year, we are again focussing a significant proportion of our PPG spend on ensuring the availability of additional adults (Learning Support) to work alongside the class teacher to provide targeted and focussed daily interventions. This means, that in some classes where need is greatest, there is the opportunity to offer 1:8 and 1:4 adult to pupil ratio for daily intervention.

### 2021/2022

Pupil Premium used for:	Approximate amount allocated	Is this a new or continued activity?	Brief Summary of intervention or action.	Specific intended outcomes: how will intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will the activity be monitored, when and by whom? How will success be evidenced?
Provide additional Learning Support Assistant hours in Foundation Stage, KS1 and KS2	90 %	Continuation of previous successful programme	Additional LSA time allows class teams to facilitate intervention work led by an LSA, HLTA or to enable class teacher to provide targeted support with smaller groups of children.  The vast majority of all LSA support is used alongside the class teacher to complement the quality first teaching	Progress in key curriculum areas is at least in line with peers and accelerated to close the learning gaps.  Focussed interventions address pupil learning gaps to enable them to achieve expected or better outcomes. Pupils are well prepared to access the next stage in learning.	Monitored by the leadership team through data, pupils' books and observed lessons.  Evaluation of the impact of focussed intervention programmes by comparing pupils' books and through identifying which children benefit from intervention/support.

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			<p>and provide immediate support and feedback to pupils.</p> <p>Reception - precision teaching of phonics and number skills to support early development of reading, writing and mathematics. Catch early rather than catch up is an underpinning philosophy.</p> <p>Reception and KS1 – social, emotional and mental health (SEMH) development. Positive play strategies and relationship building techniques.</p> <p>KS1 – securing phonics outcomes for reading and spelling. 1:1 reading and phonics for pupils receiving PPG who are at risk of not reaching the expected standard in phonics at the end of Y1</p> <p>KS2 – point of need interventions to provide targeted support for pupils – particularly spelling and mathematics.</p> <p>First Class at Number Intervention for pupils to support secure number and place value knowledge.</p>	<p>On average, SEMH interventions 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>Phonics approaches have been consistently found to be effective in supporting younger readers. EEF estimates the average impact of this intervention as + 4 months progress in attainment.</p> <p>Focussed feedback is listed by the EEF as one of the most impactful strategies in supporting pupils' academic and social development. This alongside targeted intervention will support pupils' progress.</p> <p>Extending the offer of targeted intervention for mathematics will help to continue to close the gap. Building on the significant success of First Class at Number 1, pupils will receive age and development appropriate closing the gap opportunities.</p> <p>As a school we will be able to better provide for the pupils' needs. This will ultimately impact positively on pupils' progress and achievement</p>	<p>Pupil progress meeting notes will highlight the impact on achievement and progress. Phonics tracking Reception and KS1 to be reviewed regularly at pupil progress meetings.</p> <p>Curriculum Governor meetings</p> <p>Pupil Progress meetings evaluation of achievement and progress</p> <p>Teacher / LSA feedback on support and actions resulting from the guidance</p> <p>SENCO reports</p>

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			<p>Use of Nessy spelling and reading for pupils indicating dyslexia markers.</p> <p>Specialist training for colleagues on further developing high quality teaching and learning as well as providing targeted and focused intervention.</p>		
Fund 50 % of all educational visits and visitors (for pupils in receipt of PPG for Free School Meals)	2 %	Continued	<p>Pupils in receipt of PPG for Free School Meals will have 50 % of the cost of educational visits and school trips subsidised.</p> <p>NB residential experiences will be part funded and appropriate supported measures implemented where required.</p>	<p>Provide equity for all children to access this aspect of the curriculum offer.</p> <p>Provide opportunities and experiences to enrich the learning with the school curriculum. Pupils are able to use the experience to enhance their learning of the covered theme.</p> <p>Enable the development of social and emotional skills within and supported and structured no school environment.</p>	<p>Class teachers will monitor the impact during the planned excursion or school visit.</p> <p>Finance and Facilities Governor meetings</p> <p>Pupil and parent voice</p>
Targeted groups led by the school Learning Mentor – social and emotional development	5 %	Continued	<p>This support is proving more and more essential for our school community. More pupils are suffering from mental health and social emotional problems which require focussed support and 1:1 mentoring to support. The Learning Mentor will work alongside pupils either in class or in small groups</p>	<p>For pupils receiving the targeted intervention attitudes to learning and achievement will be increased. Pupils will be able to voice clear goals and aspirations for themselves socially and academically.</p> <p>Pupils' voice will be used to inform and guide future support and provision.</p>	<p>Pupil and parent voice.</p> <p>Pupil progress meetings – discussion with members of the leadership team.</p>

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			<p>to support their emotional well-being and inclusion in learning.</p> <p>Where required pupils may participate in social development groups or setting personal and academic goals with pupils.</p> <p>Whilst the percentage of the PPG given to the Learning Mentor has reduced her actual hours have stayed constant as the contract has been supported by core staffing budget.</p>		
<p>Purchase specific resources to support targeted intervention.</p> <p>For example, dyslexia, ADHD as well as specialist services such as Education Psychology</p> <p>Personalised provision for pupils.</p>	0.7%	Continuation	<p>The school recognise that parents may experience financial hardship without qualifying for FSM. On a personalised basis, and in discussion with the Headteacher, agreement may be given to support families with purchasing specific equipment, funding access to wrap around care to improve attendance, free school meals.</p>	<p>Pupils will feel part of the community and not face social challenges due to difference.</p> <p>Enabling talents and interests to be fulfilled can bring about well-being and pleasure in learning.</p> <p>The EEF indicate that there is some evidence of a positive link between music and spatial awareness. Wider benefits of access to music and arts activities on attitudes to learning and well-being have also consistently been reported.</p>	<p>Discussion with parents and pupils.</p> <p>Finance and Facilities Governor meetings</p> <p>Pupil Progress meetings evaluation of achievement and progress.</p>

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Parental engagement – parental choice £50 per pupil	2.3%	New activity	<p>This new initiative has been introduced as a result of discussions with parents and a desire to increase parental engagement.</p> <p>Parents will be encouraged to contribute suggestions on how, up to £50 per academic year, could be targeted to support their child's academic outcomes, participation or access to learning. The ultimate decision lies with the Headteacher.</p>	EEF recognise that parental involvement is consistently associated with pupils' success at school. It estimates the average impact of this intervention as + 3 months progress in attainment.	<p>Pupil / Parent Voice</p> <p>Teacher / LSA feedback on support and actions resulting from the targeted spend</p>
<b>TOTAL Pupil Premium allocation: £31,520</b>					