

Academy name: Churchwood Primary Academy



What is the pupil premium?

- The pupil premium is a sum of money given to schools each year to support:
 - Raising the attainment of disadvantaged pupils of all abilities to reach their potential
 - Children and young people with parents in the regular armed forces

Why do schools receive this?

- Research shows that children who are in low income families do less well than those who are not. They sometimes face challenges such as poor language skills, less family support and issues with attendance and punctuality. The extra funding is intended to directly benefit those pupils who are eligible.

Your child is eligible if he or she:

- Has qualified for free school meals at any point in the last six years
- Has been looked after under local authority care for more than one day, been adopted from care or has left care
- Has a parent in the regular armed forces

How is it spent?

- Academies can choose how to spend the money for the educational benefit of the pupils of the academy
- Schools are accountable for how they spend the money and Ofsted will report on the attainment and progress of disadvantaged pupils who attract the pupil premium during an inspection

How do we ensure that our spending is effective?

- Through regular monitoring of student data
- By evaluating and reviewing our strategy
- By keeping abreast of research and developments and being proactive in our approach to implementing new strategies
- By not being afraid to change a strategy that isn't working

Note:

- All children in Reception, Year 1 and year 2 now have free school meals, but may not be eligible for the pupil premium funding unless they qualify under low income-based criteria

Pupil Premium Strategy Statement:

1. Summary Information: Current					
Academy: Churchwood Primary Academy					
Academic Year	2019/2020	Total PP budget	£100,000	Date of most recent PP review	September 2019
Total number of pupils	210	Number of pupils eligible for PP	66 31%	Date of next review	July 2020

2. Barriers to future achievement
<p>Within academy:</p> <ul style="list-style-type: none"> • Children requiring additional support to achieve age related expectations in core subjects • Children requiring specific Speech and Language support • Children requiring specific teaching in order to be socially confident and age appropriate • Children who have specific conditions requiring specific, targeted support to their learning needs in order to achieve

3. Barriers to future achievement
<p>External barriers:</p> <ul style="list-style-type: none"> • Parents needing support for their children to access both the core and wider curriculum • Parents needing additional support in order to raise resilient, able and well-functioning children • Children who require further intervention to support their wellbeing and education • Children with poor attendance and/ or punctuality for school

4. How we will spend the funding and why:		
What will we spend it on?	Why:	How will we know we are successful?
<p>Additional adult support for learning. This will be through:</p> <ul style="list-style-type: none"> - Reading, Writing and Maths Interventions - Maths 'keep up' interventions - Dyslexia support - Speech and language therapy and support - Jump Ahead - Additional Maths sessions (Tables and Toast) - CLASS 	<p>To support children to develop basic skills in Speaking and Listening, Reading, Writing and Mathematics to narrow the gap between disadvantaged pupils and their peers, improving data outcomes for disadvantaged pupils.</p>	<p>Children's' outcomes will identify that learning gaps have closed.</p> <p>By the end of Year 6, data will show that Pupil Premium pupils will be achieving outcomes broadly in line with their peers.</p>

4. How we will spend the funding and why:

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<p>- EP support</p> <p>Alternative Curriculum sessions across the academy, focusing on areas such as:</p> <ul style="list-style-type: none"> - Managing Strong Feelings - Nurture - Social Use of Language - Cooking - Forest Schools - Boris Anxiety group - Worry Busters Group - Aspirations Group - Social Skills groups - Lego Therapy - Talk About 	<p>To enhance pupil's social, emotional and behaviour development to enable them to feel safe to learn and to demonstrate positive attitudes to learning.</p>	<p>Boxall profile assessments will show children have improved in their social and emotional development</p>
<p>Subsidised resources to support learning</p> <p>This will be include:</p> <ul style="list-style-type: none"> - Supporting off-site visit costs and experiential learning opportunities - Contributions to whole school themed weeks (including Anti-Bullying week, Book Week, Science Week, etc) - Contributions towards enrichment programmes (eg: Leading Edge project, Able Writers' Days, etc) - Contributions towards after school clubs and extended schools provision 	<p>To enhance learning opportunities for all disadvantaged pupils to narrow the gap between them and their peer and enhance progress and attainment, improving data outcomes for disadvantaged pupils</p>	<p>Children's engagement in wider learning experiences.</p> <p>Children's' outcomes will identify that learning gaps have closed.</p> <p>By the end of Year 6, data will show that Pupil Premium pupils will be achieving outcomes broadly in line with their peers.</p>
<p>Support for parents and families, via the role of a Parental Support Advisor, though:</p> <ul style="list-style-type: none"> - Positive Parenting Programme - Curriculum based parent workshops - Attending multi agency meetings - Supporting LAC children - Working alongside ESBAS to support pupils accessing Anti-Bullying support, counselling services and attendance support (see below also) <p>The Academy Attendance Officer will provide support by:</p> <ul style="list-style-type: none"> - Targeting persistent absentees across the academy to improve attendance rates - Hosting information events for parents to support good attendance 	<p>To develop high quality relationships with parents, families and the community so that parents are well equipped to support their child's learning.</p> <p>To develop high quality relationships with parents, families and the community so that parents are well equipped to support their child's learning.</p>	<p>Parent feedback will indicate an improvement in understanding and engagement in their child's learning.</p> <p>Data will show good attendance of Pupil Premium children, in line with peers.</p> <p>By the end of Year 6, data will show that Pupil Premium pupils will be achieving</p>

4. How we will spend the funding and why:

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- Completing statutory attendance work with ESBAS		outcomes broadly in line with their peers.

5. Review of the impact of funding for 2018/19

Academic Year	2018/19	Total PP budget	£139,000
Total number of pupils	207	Number of pupils eligible for PP	75

What we spent the funding on and why

What we spent it on?	Why:	Impact:																																													
Additional adult support for learning. This will be through: - Rapid Reading - Rapid Writing - Rapid Maths - Dyslexia support - Speech and language therapy and support - Sensory circuits and - Specialist Maths tutor - Additional Maths sessions (Tables and Toast)	To support children to develop basic skills in Speaking and Listening, Reading, Writing and Mathematics to narrow the gap between disadvantaged pupils and their peers, improving data outcomes for disadvantaged pupils.	Reception Pupils <table border="1"> <thead> <tr> <th>All Pupils (7 pupils)</th> <th>Reading</th> <th>Writing</th> <th>Numbers</th> <th>Average</th> </tr> </thead> <tbody> <tr><td>Progressed by 6 steps or more</td><td>6 (85.7%)</td><td>4 (57.1%)</td><td>6 (85.7%)</td><td>5.3 (76.2%)</td></tr> <tr><td>Progressed by 5 steps or more</td><td>6 (85.7%)</td><td>6 (85.7%)</td><td>6 (85.7%)</td><td>6.0 (85.7%)</td></tr> <tr><td>Progressed by 4 steps or more</td><td>6 (85.7%)</td><td>6 (85.7%)</td><td>6 (85.7%)</td><td>6.0 (85.7%)</td></tr> <tr><td>Progressed by 3 steps or more</td><td>6 (85.7%)</td><td>6 (85.7%)</td><td>7 (100%)</td><td>6.3 (90.5%)</td></tr> <tr><td>Progressed by 2 steps or more</td><td>7 (100%)</td><td>6 (85.7%)</td><td>7 (100%)</td><td>6.7 (95.2%)</td></tr> <tr><td>Progressed by 1 step or more</td><td>7 (100%)</td><td>7 (100%)</td><td>7 (100%)</td><td>7.0 (100%)</td></tr> <tr><td>No steps progress</td><td>0 (0%)</td><td>0 (0%)</td><td>0 (0%)</td><td>0.0 (0%)</td></tr> <tr><td>Regressed</td><td>0 (0%)</td><td>0 (0%)</td><td>0 (0%)</td><td>0.0 (0%)</td></tr> </tbody> </table>	All Pupils (7 pupils)	Reading	Writing	Numbers	Average	Progressed by 6 steps or more	6 (85.7%)	4 (57.1%)	6 (85.7%)	5.3 (76.2%)	Progressed by 5 steps or more	6 (85.7%)	6 (85.7%)	6 (85.7%)	6.0 (85.7%)	Progressed by 4 steps or more	6 (85.7%)	6 (85.7%)	6 (85.7%)	6.0 (85.7%)	Progressed by 3 steps or more	6 (85.7%)	6 (85.7%)	7 (100%)	6.3 (90.5%)	Progressed by 2 steps or more	7 (100%)	6 (85.7%)	7 (100%)	6.7 (95.2%)	Progressed by 1 step or more	7 (100%)	7 (100%)	7 (100%)	7.0 (100%)	No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)	Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
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<p>Alternative Curriculum sessions across the academy, including:</p> <ul style="list-style-type: none"> - Managing Strong Feelings - Nurture - Social Use of Language - Cooking - Forest Schools - Boris Anxiety group - Worry Busters Group - Aspirations Group - Social Skills groups - Lego Therapy - Talk About - My Time Too 	<p>To enhance pupil’s social, emotional and behaviour development to enable them to feel safe to learn and to demonstrate positive attitudes to learning.</p>	<p>See above for Term 6 Progress Data</p> <p>Successful Nurture Class introduced – identified as a strength in the academy in external monitoring.</p> <p>1 permanent exclusion 2018/2019.</p> <p>Monitoring evidences that pupils behaviour well at Churchwood.</p>																																																																																															

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<p>Subsidised resources to support learning</p> <p>This will be include:</p> <ul style="list-style-type: none"> - Supporting off-site visit costs and experiential learning opportunities - Contributions to whole school themed weeks (including Anti-Bullying week, Book Week, Science Week, etc) - Contributions towards enrichment programmes (eg: Leading Edge project, Able Writers' Days, etc) - Contributions towards after school clubs and extended schools provision 	<p>To enhance learning opportunities for all disadvantaged pupils to narrow the gap between them and their peer and enhance progress and attainment, improving data outcomes for disadvantaged pupils</p>	<p>The June 2017 Ofsted report highlights the impact of learning and enrichment opportunities for pupils across the academy with pupil's personal development, behaviour and welfare and leadership and management graded as outstanding. This continues to be identified as a strength for the academy via Trust monitoring visits.</p> <p>2018 / 2019 external monitoring has shown this continues to be a strength.</p> <p>Funding was put towards educational visits for disadvantaged pupils. This meant that all disadvantaged pupils experienced a range of educational visits across the course of the year, ranging from a trip to Kidzania in London, to Preston Manor – a Victorian experience. No disadvantaged pupil was unable to go on an educational visit due to funding.</p>

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<p>Support for parents and families, via the role of a Parental Support Advisor, though:</p> <ul style="list-style-type: none"> - Positive Parenting Programme - Curriculum based parent workshops - Attending multi agency meetings - Supporting LAC children - Working alongside ESBAS to support pupils accessing Anti-Bullying support, counselling services and attendance support (see below also) 	<p>To develop high quality relationships with parents, families and the community so that parents are well equipped to support their child's learning.</p> <p>To develop high quality relationships with parents, families and the community so that parents are well equipped to support their child's learning.</p>	<p>Parent feedback is positive in parent voice.</p> <p>The vast majority of parents who completed a parent voice survey in July 2019 were positive that the school keeps their child safe. The Parent Support Advisor is available at the beginning the day to talk to parents informally. In addition she has meetings with parents who need more support. She liaises with key workers, social services and is the point of contact for Looked After Children. She co-ordinates support to families in need of school uniform, shoes and PE kits. She signposts families in need to relevant services.</p> <p>Over the course of 2018 / 2019 the PSA ran a number of different parenting groups / sessions. These were well received by the attending parents.</p>
<p>Attendance Officer will provide support by:</p> <ul style="list-style-type: none"> - Targeting persistent absentees across the academy to improve attendance rates - Hosting information events for 		<p>Attendance has risen across the course of 2018-19 as a direct result of the actions put in place to address attendance concerns. Overall academy attendance sits at 95.1%. The attendance of pupils eligible for pupil premium continues to be a focus for the academy. Attendance for PP pupils sits at 92.3% for 2018 – 2019.</p> <p>The number of pupil premium pupils with PA has decreased over the course of 2018 / 2019 from 14 pupils to 12 pupils.</p> <p>For key pupils who have had Attendance Improvement Plans in place, some of their attendance has improved in the short-term. Targets have been set and on the whole, these have been achieved. For some pupils, we have pursued a Fixed Penalty Notice.</p>

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parents to support good attendance - Completing statutory attendance		

Outcomes: 2018/19

End KS2: Year 6		
	<i>Pupils eligible for PP 18 children</i>	<i>Others: pupils not eligible for PP 13 pupils</i>
% reaching expected standard R,Wr, ma	28%	69%
Average Progress score: Reading	-1.47	-2.31
Average Progress Score: Writing	-2.55	-1.38
Average progress Score: Maths	-3.98	0.61

End Key Stage 1:		
	<i>Pupils eligible for PP 8 children</i>	<i>Others: pupils not eligible for PP 22</i>
% reaching expected standard Reading	75%	73%
% reaching expected standard Writing	75%	68%
% reaching expected standard Maths	75%	68%

End EYFS:		
	<i>Pupils eligible for PP 7 children</i>	<i>Others: pupils not eligible for PP 24</i>
% reaching Good level of Development: GLD	71%	63%

Attendance:		
	<i>Pupils eligible for PP</i>	<i>Others: pupils not eligible for PP – national</i>
Academic year 2018-19	92.3%	96%