

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Church Langton Primary School
Pupils in school	213
Proportion of disadvantaged pupils	5% (11)
Pupil premium allocation this academic year	£14795
Academic year or years covered by statement	2020-2023
Publish date	October 2020
Review date	September 2021
Statement authorised by	Mr Roddy
Pupil premium lead	Mr Baylis
Governor lead	Mrs Young

## Contextual Information

- **Why we spend the money the way we do?**  
Outcomes for disadvantaged pupils at Church Langton have consistently demonstrated that high quality teaching is having a significant impact on outcomes. The funding is spent to provide extra-curricular opportunities and emotional and social support for pupils and incorporates tailored interventions.
- **Our Governor monitoring/discussions last year showed that:**  
The spending strategy continues to have a significant impact on pupil outcomes. The value of quality first teaching continues to be seen, with additional funding helping other areas of the curriculum. Parental engagement is varied and continues to be a focus. Pupil Premium numbers continue to be relatively low compared to other settings.
- **Our discussions/feedback from parents suggests:**  
Parental feedback through parent forum and surveys demonstrates the benefit of the extra-curricular opportunities which would not otherwise be accessed. This will be further strengthened this year with feedback gained specifically from Pupil Premium children.
- **Factors which affect the achievement of our disadvantaged children [and other vulnerable learners] -**
  1. Limited participation in extra-curricular activities
  2. Social issues relating to parental separation.
  3. Wide range of trips offered makes affordability hard.
  4. Lack of engagement with consolidation work at home.

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Disrupted Covid-19 year meant pupil progress could not be tracked for last year.
Writing	See above.
Maths	See above.

## Percentages of disadvantaged children achieving expected or above expected standard (please note this is from spring 1 data set)

Measure	% achieving below	% achieving expected	% achieving expected standard
Reading	36%	64%	18%
Writing	55%	45%	9%
Maths	45%	55%	9%
Combined	64%	36%	9%

These figures were measured from Spring 2020 as Covid-19 meant later data was not possible to collect.

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure staff are trained and up to date with new phonics scheme so that it can be vigorously delivered and narrow the reading gap for disadvantaged pupils.
Priority 2	Fund and incorporate training for PiXL into the school so that in depth analysis of areas of need can be done for disadvantaged pupils. This will then lead to 'therapies' being delivered in those areas.
Priority 3	Continue work on quality first teaching. This should include CPD opportunities, continued improvement with formative assessment and work on effectively using teaching assistants for interventions.
Priority 4	Continue to ensure that pupils can engage with cultural and extra-curricular elements of schools e.g. trips and residential experiences.
Priority 5	ELSA trained member of staff to work with children from pupil premium group on emotional well-being

	and resilience. This should aid attendance and academic achievement through improving their social and emotional needs where necessary.
Priority 6	Undertake feedback on strategies from the parents of children who receive pupil premium. This will endeavour to engage those parents more but also to ascertain what they perceive as beneficial and any ideas they may have for supporting their child.
Barriers to learning these priorities address	<p>Pupils have been adversely effected by the continuing pandemic. This has meant that the gaps between advantaged and disadvantaged children has grown. Home school learning has sometimes been harder for these children to access and it is important that their gaps are identified and vigorously addressed. Reading ability has been identified as a key determiner of academic achievement across the curriculum and it is therefore vital that this is picked up early and that the phonics required levels are achieved by disadvantaged children. All research has indicated that quality first teaching is the most effective way to ensure that disadvantaged pupils succeed.</p> <p>Parental engagement can be a barrier to our pupil premium children and therefore the emphasis on plugging identified gaps in school using bespoke intervention is important. Feedback from this group should also encourage engagement.</p> <p>Due to the affluent nature of a large body of our parent group the pupil premium children often have a large deficit in exposure to 'extra-curricular' elements. They often struggle to attend trips and residential experiences without school aid.</p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading for our trust schools.	September 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing for our trusts schools	September 2021
Progress in Mathematics	Achieve average KS2 Mathematics progress score for our trust Schools.	September 2021
Phonics	Achieve national average expected standard in PSC	September 2021
Attendance	Improve attendance of disadvantaged pupils to 98%. This figure will not include absences that are a result of Covid-19 isolations.	September 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Train SLT and teachers and then embed PiXL from year 2 to year 6 to identify specific gaps.
Priority 2	Establish rigorous and daily phonics teaching and interventions with all key stage staff trained in delivery.
Barriers to learning these priorities address	Covid-19 has left many pupils with gaps in knowledge and wide variations in the support received at home. Identification of specific gaps will be very important as these will differ from individual to individual. Time for SLT to be released, train and then embed this will be crucial to this working effectively.
Projected spending	PiXL time off timetable £1690

## Wider strategies for current academic year

Measure	Activity
Priority 1	Whole school impetus on trips that broaden experiences, especially for those disadvantaged children (when trips are possible again). These can be cultural as well as educational.
Priority 2	Enrichment activities and days continued and funding provided to allow access to these events.
Priority 3	ELSA support provided for pupil premium children that can struggle with emotional and social issues. This member of staff needs continued funding, training opportunities and timetabled time to complete this role.
Barriers to learning these priorities address	Children in school that are pupil premium often need exposure to extra-curricular offerings and visits. We don't want affordability to stop them accessing these opportunities.
Projected spending	Year 6 residential £1028 Year 4 residential Clubs £2500 Music £300 Uniform £201.83 Mrs Hayward £1627

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure staff are exposed to development through allowing time and funding for CPD. This incorporates time off timetable for lesson study and peer review tasks.	Senior leaders to provide additional cover. Staff meetings to be assigned for school development priorities. Regular pupil progress meetings.
Targeted support	Ensure teachers are supported and trained in using PiXL. SLT to guide body of teachers in using identification spreadsheets. KS1 lead to monitor the teaching and assessment of phonics and instigate targeted interventions.	Pupil progress meetings to discuss gaps. Staff meetings to support identification of targeted teaching and therapies. Teaching assistant support discussed during PPM meetings.
Wider strategies	SLT to monitor classes are going on 2 or 3 trips per	Time for enrichment teachers to plan. Timetable with appropriate

	academic year and make sure parents of pupil premium children are aware of subsidies. Subject leaders to provide enrichment opportunities and Wednesday afternoon activities monitored.	support put in place for these lessons to be taught. Parents of pupil premium children made aware that financial support is available. ELSA trained member of staff given appropriate training and time in timetable to support.
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