



Pupil premium strategy statement

1. Summary information					
School	Church Walk C.E. Primary School				
Academic Year	2020/21	Total PP budget	£21.175	Date of most recent PP Review	n/a
Total number of pupils	94	Number of pupils eligible for PP	16	Date for next internal review of this strategy	Feb 2021
2. 2019-20 Outcomes					
In the academic year 2019-20 the school had 15 pupils eligible for PPG funding.	<i>Pupils eligible for PP (your school)</i>		<i>All pupils (national average)</i>		
KS2 % achieving in reading, writing and maths	There were no statutory assessments in this academic year, due to Coronavirus				
KS1 % achieving in reading, writing and maths					
Phonics Screening Test					
Early Years Good Level of Development					

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor oral language skills, concentration and focus skills, immaturity, attitudes to learning
B.	Engagement in wider school and enrichment activities.
C.	The school's work aims to be robustly focussed on disadvantaged children of all prior attainments – particularly children who are SEND and in receipt of Pupil Premium and also more able children.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lower the emotional stress and anxiety of some pupil premium pupils
E.	Low attendance rates for some pupil premium children

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Poor oral language skills, concentration and focus skills, immature attitudes to learning. Specific learning difficulties.	Pupils engage positively in lessons and wider school life. Pupils show a positive attitude to learning. Pupils are able to express themselves and have improved listening skills. Pupils eligible for PP identified as high ability make as much progress as other pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the triad cluster and amongst moderation within the Furness Primary Cluster of Schools.
B.	Engagement in wider school and enrichment activities	Pupils are able to access a wider range of extra curricular activities including sports clubs and music lessons. All children are able to go to a theatre performance and attend school trips.
C.	There is a focus upon disadvantaged children of all prior attainments : e.g. children who are SEND and in receipt of Pupil Premium, but also children who are more able.	From their different points (i.e. FSP, KS1), PPG children, who are not identified as SEND, make at least as much progress as all children nationally. Children who are SEND and PP make good progress from their starting points.

D.	Ensure that the whole child's needs are met (socio-economic, EHCP and English and maths)	PP pupils are happy and successful and enjoying school. Progress is in line with their peers. Staff work collaboratively to support each child. Children who may fall behind are identified quickly. Disadvantaged pupils show take up of enrichment opportunities to be equal to those of other children.
E.	Increase attendance rates across school.	PP children are attending school regularly and make at least expected progress from their starting points.

Academic year	Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
	Improvement of oral language skills, concentration and focus skills, immaturity, attitudes to learning. Specific learning difficulties	Identification of strengths and areas for development. Pupils identified as needing intervention or small group work are timetabled for intervention	Termly tracking of pupils show progress in line with peers. Classroom observations and monitoring records	All teaching staff	April 2021
	Emotional health and wellbeing are prioritised for individuals who are struggling to settle after Covid 19 lockdown and related trauma, anxiety or bereavement	Nurture groups with identified children. Personalised curriculum for individuals including outdoors element – gardening, work on the field.	Monitoring and evaluations of sessions. Improvement in engagement and emotional wellbeing.	MC JO'N JS	December 2020
	The school's work needs to be focussed on disadvantaged children of all prior attainments : e.g. children who are SEND and in receipt of Pupil Premium, but also children who are more able.	Staff meetings to focus upon PP children in work scrutinies – including SEND and more able.	Staff meeting time to ensure that the impact on standards is regularly monitored and pupils tracked and followed.	Head teacher, English , Maths Subject Leaders, SENCO	February 2021

Engagement in wider school and enrichment activities	Monitor take up of activities to ensure equal opportunities	Records show that that children have equal opportunities to participate, regardless of financial implications.	KE / Head	
Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that the whole child's needs are met (socio-economic, EHCP and English and maths)	School SERIS workers to work with children when required. External agencies to give targeted support for complex issues.	Positive impact on emotional wellbeing and pupil / parental feedback is ongoing. Children's wellbeing and self - esteem are good or improving	SENCo	April 2021
Ensure that the whole child's needs are met (socio-economic, EHCP and English and maths)	Progress and wellbeing monitored regularly	Pupils and parents engage with the school. Records of meetings are kept. Tracking shows PP pupils making similar progress to their peers or pupils make good progress from their own starting points.	SENCo	March 2021
The school's work needs to be focussed on disadvantaged children of all prior attainments : e.g. children who are SEND and in receipt of Pupil Premium, but also children who are more able.	Small group intervention to support teaching	Timetable organised to ensure staff delivering also have enough planning time to deliver effective intervention. Progress and attainment tracked and monitored regularly.	HT / SENCo	March 2021

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance of a minority of pupil premium pupils including lateness to be at least comparable to 'other' pupils	Attendance is quickly flagged as a concern. School Secretary. First Day response. Meet with parents and pupils to discuss lateness and absence	Monitoring of absence by the Governing Body	HT	Half termly checks
In-school strategies and initiatives to be followed up at home i.e. promotion of basic skills – reading, spelling & maths (tables etc...) throughout school	Teachers share with parents' expectations for home learning. This is also communicated via the website and through the home school agreement. Teachers to monitor homework and the input from parents at home.	Engaging support and feedback from parents, monitoring reading records to ensure home engagement.	Teaching staff	Half termly checks
Ensure that the whole child's needs are met (socio-economic, EHCP and English and maths)	Providing help with purchasing uniforms for those in receipt of FSM	Adherence to wearing school uniform does not necessarily relate to disadvantage.	HT Teaching staff	Ongoing throughout the school year
Ensure that the whole child's needs are met (socio-economic, EHCP and English and maths)	Trips are subsidised by school for those pupils in receipt of FSM	Communication between home and school is transparent with families receiving correct, frequent, information. New parents are informed.	HT Teaching staff	Ongoing throughout the school year

<p>Ensure that children have entitlement to peripatetic music lessons</p>	<p>Provide some of the funding towards piano, flute, clarinet and violin lessons for individuals who would like to learn but finances are a barrier.</p>	<p>Engagement, support from music teachers, parent feedback</p>	<p>HT</p>	<p>Ongoing throughout the year.</p>
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5. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk