



Church Eaton Primary School Pupil Premium Strategy Statement

1. Summary information

School	Church Eaton Primary School				
Academic Year	2019-20	Total PP budget (estimated)	£15,015	Date of most recent PP Review	July 2020
Total number of pupils	79	Number of pupils eligible for PP	11	Date for next internal review of this strategy	July 2021

2. Current attainment

The number of pupils in each year group is very small, with no more than 5 in any year group. Attainment data is therefore not statistically significant. The attainment and progress of each individual pupil is tracked through internal school data records.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

Barriers

We consider each child's needs individually. Of the 12 pupils eligible for the PPG, 2 pupils have Special Educational Needs and 0 have specific health needs. Overall, the needs of the PP pupils include:

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| A. | Emotional needs |
| B. | Anxiety |
| C. | Confidence issues |

External barriers (issues which also require action outside school, such as low attendance rates)

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| D. | Attendance Rates |
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4. Desired outcomes

	Desired outcomes and how they will be measured	Success criteria
A.	Improved emotional health and well-being – monitored through case studies for each individual in termly pupil progress discussions.	Emotional Health and Well Being of individuals enhanced, demonstrated through positive case study findings and improving attendance.
B.	Each pupil makes at least expected progress from their starting points – the progress of each individual reviewed in termly pupil progress discussions.	Pupils make at least expected progress in reading, writing and mathematics
C.	SEND pupils making good progress – measured through at least half termly review of targets set in IEP documentation.	Pupils making good progress, against the small step targets set in IEPs.

5. Planned expenditure

Academic year 2019-20

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality First Teaching	Focus support by class teacher/TA. Small Group intervention 1:1 intervention	See detail in School Development Plan	Lesson Observations Data Analysis	Class Teachers/ TAs	Termly
Pupil Progress Discussions	Termly review of pupil attainment and progress between HT and Teacher.	Discussions identify evidence based approaches to determine most effective interventions.	Pupil Voice and Pupil Discussions	Class Teachers/ HT	Termly

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils making at least expected progress	See SEND Plans	Pupil IEPs	Review IEP on regular basis	Class Teacher/ SENCO	Termly
Pupils making at least expected progress	Individual Interventions	Pupil IEPs	Review IEP on regular basis	Class Teacher/ SENCO	Termly

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

All pupils Emotional Health and Welfare needs met	Supporting Emotional Health and Welfare / Nurturing groups	Pupil Voice/ Pupil Discussions	Regular discussions with Staff and Pupils.	Class Teachers/ TA's	Termly
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Total budgeted cost £15,015

6. Review of expenditure

Previous Academic Year

2018-19

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Individual pupils making at least expected progress in Writing, Reading and SPAG.	Focussed intervention and support and individualised teaching to address misconceptions, gaps and weaknesses in English	This success criteria was met with the majority of pupils making expected progress in Writing, Reading and SPAG.	This approach was successful and will continue to be implemented.

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Individual pupils making at least expected progress in Maths.	Individualised maths support focused intervention to address misconceptions and support confidence	This success criteria was met with pupils making expected progress in Maths.	This approach was successful and will continue to be implemented.

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

Individual pupil's Emotional Health and Welfare needs met.	Focussed support to develop children's self-confidence and ability to deal with potentially difficult situations. Enhance learning behaviours where required.	This success criteria was met with pupils developing increased self-confidence and the ability to deal with potentially difficult situations.	This approach was successful and will continue to be implemented.
			Total budgeted cost £13,800

7. 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.churcheaton.staffs.sch.uk