



Churchdown Village Infant School  
Promoting Lifelong Learning

The Pupil Premium Report 2017-2018

## Analysis and challenge toolkit for school leaders: Primary

Financial year	Amount of Pupil Premium funding
<b>2015-2016</b>	<b>6660</b>
<b>2016-2017</b>	<b>6780</b>
<b>2017-2018</b>	<b>7980</b>

	2015-16	2016-17	2017-2018
Number of FSM pupils eligible for the Pupil Premium	3 @£1300 = £3960	4 @£1320 = £5280	4 @£1300 = £5280
Number of looked after pupils eligible for the Pupil Premium	0 @£1900 = £0	0 @£1900 = 0	0 @£1900 = £0
Number of service children eligible for the Pupil Premium	9 @£300 = £2700	5 @£300 = £1500	9 @£300 = £2700
<b>Total</b>	<b>=£6660</b>	<b>= £6780</b>	<b>=£7980</b>

## Where are the gaps (other year groups)?

### Year group

#### Early Years Foundation Stage

##### Reading

- 100% Pupil Premium children met age related expectations
- 80% Pupil Premium children met above age related expectations

##### Writing

- 100% Pupil Premium children met age related expectations
- 80% Pupil Premium children above age related expectations

##### Maths

- 100% Pupil Premium children met age related expectations
- 80% Pupil Premium children above age related expectations

Year 1 (consider whether pupils are making expected progress on the basis of their Early Years Foundation Stage score; consider the phonics screening check)

##### Writing

- 100% Pupil Premium children met age related expectations

##### Reading

- 100% Pupil Premium children met age related expectations

##### Maths

- 100% Pupil Premium children met age related expectations

Year 2 (consider predicted end of key stage results for reading, writing and mathematics at each sub-level, as well as current data)

	Reading	Writing	Maths
% Pupil Premium children met age related expectations	78%	82%	71%
% Pupil Premium children met above age related expectations	34%	24%	27%

## Where are the gaps (other eligible groups)?

Group	Comment on predicted outcomes in 2017 and any gaps. Consider attainment, progress, attendance and exclusions.
FSM	Funding will need to address any future gaps in attainment between the pupils receiving PP as they progress through the school particularly in reading and writing.
Looked after children	N/A this year
Service children	Maths Y2 gap in attainment between pupils receiving PP and those who do not, (10%)

## Reflective questions

To what extent are the strengths and priorities suggested by this data clearly evident in the school's self-evaluation and improvement plans?

### Strengths

- Most pupils make at least expected levels of progress with many exceeding.

### Actions

- Address any gaps in progress made for FSM children in maths as they go through to Y2
- Ensure that there are no gaps in attainment in Reading and writing for those in receipt of PP
- A stringent program of intervention for these children who are making slow progress in Reading and Writing to ensure they meet expected attainment relative to their baseline

## Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
<b>Reduce the gap between pupils on FSM and those who are not</b>	£5280	New	Intervention CPD On-going throughout the year	Pupil will make good progress in relation to their starting point	Tracking pupil progress using Target Tracker Work scrutiny sessions	100% pupils on FSM met age related expectation
<b>Reduce the gap between forces pupils and their peers, especially girls in reading and writing</b>		New	Intervention CPD On-going throughout the year	Pupil will make good progress in relation to their starting point	Tracking pupil progress using Target Tracker Work scrutiny sessions	100% forces children met age related expectations for reading 89% forces children met age related expectations in writing and maths. 11% were working towards (1 child

						– EYFS received daily intervention)
<b>Engage PP, (incl forces and looked after pupils) in activities to support them with their spiritual, moral and social development</b>	£2700	New	Sports Clubs Cheltenham Fest Trips After school clubs	Pupils will choose to take part in extra-curricular activities which develop their personal, social and moral development	Registers of pupils attending extra-curricular activities	Where pupils entitled to PP are achieving against age related expectations funding has been used to supplement After School Club Sports activities and curriculum clubs

## Self-review questions for Governing Bodies

### Governors' knowledge and awareness

1. Governors have been informed of gaps in pupils progress when agreeing the funding actions for Pupil Premium.
2. Governors have seen the Pupil Premium Plan and agreed funding. Parents have the relevant information on the school website
3. Spending and the amount of Pupil Premium allocated are displayed on the school website.
4. Funding is assimilated into the school budget. The amounts contributed to meeting set targets will need to be topped up from central funding.
5. Governors will receive updates re: the impact of spending on pupils receiving Pupil Premium. This will appear as an agenda item in the Governor's Meetings.

## **Leaders and managers' actions**

1. School's improvement/action plans identify that there are some issues in the performance of pupils who are eligible for the Pupil Premium. These have been targeted for action.
2. Actions noted for improving outcomes for Pupil Premium pupils:
  - Outline that additional intervention is needed to support pupils
  - Outline actions to be taken
  - Summarise expected outcomes
  - identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors?
  - explain what will be evaluated at the end of the action and what measures of success will be applied?
3. Persons responsible for actions are the Acting Headteacher and SENCo
4. Tracking software identifies pupils on Pupil Premium and is able to track their progress. This information is fed back to governors during Full Governor Body Meetings and Standards Sub-Committee.

## **Pupils' progress and attainment**

1. School tracking system has identified that there are gaps in attainment between pupils receiving Pupil Premium and those who do not (see outline above).
2. There are no attendance, behaviour or exclusion issues with pupils receiving Pupil Premium.
3. Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

**Governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to.**

**Review September 2018**