



Churchdown Village Infant School  
Promoting Lifelong Learning

The Pupil Premium Report 2018-2019

## Analysis and challenge toolkit for school leaders: Primary

Financial year	Amount of Pupil Premium funding
<b>2016-2017</b>	<b>6780</b>
<b>2017-2018</b>	<b>7980</b>
<b>2018-2019</b>	<b>10960</b>

	2016-17	2017-2018	2018-2019
Number of FSM pupils eligible for the Pupil Premium	4 @£1320 = £5280	4 @£1300 = £5280	3 @£1320 = £3960
Number of looked after pupils eligible for the Pupil Premium	0 @£1900 = 0	0 @£1900 = £0	2 @£2300 = £4600
Number of service children eligible for the Pupil Premium	5 @£300 = £1500	9 @£300 = £2700	9 @£300 = £2700
<b>Total</b>	<b>=£6780</b>	<b>= £7980</b>	<b>=£11260</b>

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

#### Year group

Early Years Foundation Stage

##### Reading

- 100% Pupil Premium children met age related expectations
- 50% Pupil Premium children met above age related expectations

##### Writing

- 50% Pupil Premium children met age related expectations
- 25% Pupil Premium children above age related expectations

##### Maths

- 75% Pupil Premium children met age related expectations
- 50% 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
- 50% Pupil Premium children above age related expectations

Reading

- 100% Pupil Premium children met age related expectations
- 75% Pupil Premium children above age related expectations

Maths

- 100% Pupil Premium children met age related expectations
- 0% Pupil Premium children above 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	100%	100%	100%
% Pupil Premium children met above age related expectations	0%	0%	33.33%

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

Group	Comment on predicted outcomes in 2018 and any gaps. Consider attainment, progress, attendance and exclusions.
FSM	Funding will need to ensure that all pupils receiving PP make at least expected progress according to their baseline
Looked after children	Funding will need to ensure that all pupils receiving PP make at least expected progress according to their baseline
Service children	Writing and Maths Reception gap in attainment between pupils receiving PP and those who do not. Funding will need to ensure that all pupils receiving PP make at least expected progress according to their baseline

## 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 according to their baseline.

### Actions

- Address any gaps in progress made for Forces children in writing and maths from EYFS as they go into KS1 by ensuring there is a stringent sequence of interventions to fill the gaps
- Ensure that all pupils make at least expected progress in all subjects according to their baseline by ensuring that there is a stringent sequence of interventions
- Engage parents in supporting their children's learning and ensure feedback re progress and attainment is accurate and regular

## Planning and evaluation outline

<b>Pupil Premium used for:</b>	<b>Amount allocated to the intervention / action (£)</b>	<b>Is this a new or continued activity/cost centre?</b>	<b>Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale</b>	<b>Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>
<b>Reduce the gap between pupils on FSM and those who are not</b>	3960	Continued	Intervention CPD On-going throughout the year	Pupil will make good progress in relation to their starting point	Tracking pupil progress using Insight and <b>Tapestry</b> Work scrutiny sessions
<b>Reduce any gaps between forces pupils and their peers</b>	£1,600	Continued	Intervention CPD On-going throughout the year	Pupil will make good progress in relation to their starting point	Tracking pupil progress using Insight and Tapestry Work scrutiny sessions

<b>Reduce any gaps between Looked After pupils and their peers</b>	4,750	Continued	Intervention CPD On-going throughout the year	Pupil will make good progress in relation to their starting point	Tracking pupil progress using Insight and Tapestry Work scrutiny sessions
<b>Engage forces in activities to support them with their spiritual, moral and social development</b>	£950	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

## 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 SMT
  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.
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 are able to intervene quickly if outcomes are not improving in the way that they want them to.**

**Review September 2019**