

Pupil premium strategy statement - Christ Church CE Primary School

1. Summary information							
School	Christ Church						
Academic Year	2017-2018	Total PP budget	£71,280	Date of most recent PP Review	Internal Sept 2017		
Total number of pupils	109	Number of pupils eligible for PP	54	Date for next internal review of this strategy	Sept 2018		
2. Current attainment							
YR6 2016-2017 Pupil Premium Results			Pupils eligible for PP (your school) YR6	Pupils not eligible for PP (national average)			
68% achieving age related expectations in reading, writing and maths			62% (13 pupils)	%			
77% achieving ARE in reading			62% (13 pupils)	%			
77% achieving ARE in writing			62% (13 pupils)	%			
92% achieving ARE in maths			62% (13 pupils)	%			
3. Barriers to future attainment (for pupils eligible for PP, including high ability)							
In-school barriers (issues to be addressed in school, such as poor oral language skills)							
A.	English as a second language which impacts on reading, writing and mathematics						
B.	Low attainment in writing						
C.	Limited language skills on entry to nursery and reception						
External barriers (issues which also require action outside school, such as low attendance rates)							
D.	Low attendance, including visits abroad during term time						
4. Desired outcomes							
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>			
A.	Increased progress and higher attainment for new international arrivals for pupils eligible for PP			New international arrivals make more than expected progress and gap between attainment of new international arrivals and other pupils decreases over time. New international arrivals make 4 points progress in a year (i.e. more than expected progress - usually 1 point per term)			
B.	Increased progress and higher attainment in writing for pupils eligible for PP			Children make more than expected progress in writing and attainment is more in line with ARE			

C.	Improved oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
D.	Increased attendance rates for pupils eligible for PP.	The number of persistent absentees among pupils eligible for PP is reduced to 8% or below. The number of visits abroad during term time is reduced. Overall PP attendance improves in line with 'other' pupils.
E.	Raised awareness and aspiration of children with PP including higher achievers	Pupils eligible for PP and who are higher achievers are identified, monitored and supported to engage in additional enrichment opportunities and experiences, e.g. career fairs, STEM activities and visits, e.g. engineering workshop, cultural and curriculum visits

5. Planned expenditure										
Academic year	2017-2018									
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?					
Improved oral language skills in Nursery and Reception Improved progress for all pupils particularly PP Closing gap between children with PP and non PP children	Staff training on developing oracy for the high attaining pupils in EYFS Talk Boost	Recommended by LA and EYs team	Course selected using evidence of effectiveness. Use staff training day (Jan 2018) to revise training programme. Build into performance management	EYFS manager	Termly data July 2018					
Raised attainment and increased progress in writing Closing gap between children with PP and non PP children	Talk for Writing - Pie Corbett	Success of techniques and strategies on pupil progress	Half-termly data monitoring Pupil progress meetings	HT	Termly data July 2018					
Raised attainment and increased progress in reading Closing gap between children with PP and non PP children	Implement Reciprocal Reading programme	Recommendation from OLT partner school. Recommendation from Pie Corbett (TFW)	Half-termly data monitoring/Pupil progress meetings; training	HT	February 2018 RR implementation review Termly data July 2018					

Raised attainment and increased progress in reading, writing and mathematics Closing gap between children with PP and non PP children	Quality First Teaching with additional TA support In English and mathematics lessons TA training in mathematics, reading and phonics.	All children receive QFT. Research shows quality of the teaching in the classroom is the most effective means of improving pupil progress and attainment.	Performance Management targets Lesson Observations Book scrutiny Progress meetings	HT & DT	Termly data July 2018
Raised attainment and increased progress in mathematics Closing gap between children with PP and non PP children	Training by deputy head/maths lead and L Bailey maths consultants for TRS and TAS	All children receive QFT. Research shows quality of the teaching in the classroom is the most effective means of improving pupil progress and attainment.	Maths monitoring by DH Termly data monitoring	DH	Termly data July 2018
Total budgeted cost					£44,431

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?
Raised attainment and increased progress in reading	Better Reading Partnership	Research shows BRP as a successful approach. Monitoring of our interventions	Half-termly data monitoring Pupil progress meetings	HT	Termly data July 2018
	Rapid Phonics Rapid Readers	Monitoring of our interventions	Half-termly data monitoring Pupil progress meetings	HT	Termly data July 2018
Raised attainment and increased progress in mathematics	Numicon interventions	Research shows use of numicon as a successful approach. Monitoring of our interventions.	Half-termly data monitoring Pupil progress meetings	Deputy head	Termly data July 2018
Increased fluency of English of parents with EAL	English courses for parents	Parental involvement has a huge impact of pupil progress EEF toolkit	Family Learning tutor – liaising with home school co-ordinator	HT	July 2018
Total budgeted cost					£18,849

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?
Increased attendance rates	Part time home –school co-ordinator employed liaise with families and offer support to monitor pupils and follow up quickly on absences. First day response provision initiated	We cannot improve attainment for children if children are not actually attending school. NfER (National Foundation for Education Research) briefing for school leaders identifies addressing attendance as a key step.	First response by admin Thorough briefing of home-school co-ordinator about existing absence issues by HT. PP coordinator/HT & home-school coordinator collaborate to target and agree actions to support families.	Pupil Premium Coordinator/ HT	Weekly monitoring Termly attendance data July 2018

	by admin. Focus in weekly assembly				
Ensure Children with PP have the best start to their day	Breakfast club with quality activities	Children need to start the day with breakfast, the most important meal of the day. Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).	Informal monitoring. Link governor to visit	HT Link governor	Spring term - visit July 2018
Raised aspiration and widening of opportunity	Increased work related experiences, curriculum and cultural visits including a residential at an adventure/outdoor activity centre.	Research on effects of poverty on children's life chances. EEF toolkit Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	All staff aware of HA children eligible for PP. Targeted for additional opportunities and workshops.	HT	Termly
Total budgeted cost					£8,000
Total budgeted cost					£71,280

6. Review of expenditure				
Previous Academic Year		2016-2017		
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)	Cost
Improved speaking and listening skills in EYFS	TR - Small classes EYFS	Staff attended training of talk Boost and implemented initiative. 100% PP achieved communication and language 66.67% nonPP	Yes to continue	£14,000
YR1 children to achieve phonic screen	Phonics for TAs	86% achieved screen 83% PP 87% nonPP	Pupil premium pupil not achieving also SEN	£100
Children to make increased progress YR2 to meet ARE	Numicon training	72% achieved ARE 57% PP 82% nonPP	Pupil premium pupils not achieving also SEN	£150
Children to make increased progress – gap narrowed between children with PP and non-PP. YR6 to achieve ARE in grammar, punctuation and spelling	Talk for writing – Pie Corbett –	YR6 77% achieved ARE in writing YR2 43% achieved ARE in writing	Disappointing result in YR2 Needed more focus on writing across the curriculum in YR2 – SDP 2017-18 a priority	£600
	Mastery in Grammar & spelling Pie Corbett	YR6 85% achieved ARE in grammar, punctuation and spelling	Training will impact on 2018 cohort	£600
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)	Cost
Raised attainment and increased progress in reading Closing gap between children with PP and non PP children	TA 1-1 & small group reading Better Reading Partnership	77% achieved ARE in reading	Most effective reading intervention. Pupils made most progress.	£7849

Closing gap between children with PP and non PP children in Early Years	TA support in Early Years to focus on reading, writing and mathematics.	66.67% PP achieved good level of development 58.33% achieved good level of development - nonPP	Yes continue	£5,537
Raised attainment and increased progress in reading, writing and maths in YR6. Closing gap between children with PP and non PP children	HLTA Support in 5 x wk maths & English lessons 5x 30mins group phonics/SPAG	68% achieving age related expectations in reading, writing and maths 77% achieved ARE in reading and writing 92% achieved ARE in mathematics	Yes continue	£9520
EAL pupils - Raised attainment and increased progress in reading and writing. Closing gap between children with PP and non PP	TR 5 x 1hr wk EAL programme 2x 1hr intervention reading/phonics teaching	50% (2/4) children making sufficient progress to be integrated back into class.	Yes continue but with a change of teacher. Present teachers to take on co-ordinator role and further develop assessment and scheme of work	£9,220
Raised attainment and increased progress in reading and writing. Closing gap between children with PP and non PP	TAs x 2 5 x 1hr English lesson support 5x 30mins group phonics AM 5x 30mins group phonics AM	YR1 - 83% achieved screen PP 87.5 nonPP achieved screen	Yes continue Pupil not achieving screen SEN	£7,676 £6,928
Raised attainment and increased progress in reading. Closing gap between children with PP and non PP	Additional PM reading books (home school readers KS1) Phonic based	83% achieved screen – aided reading fluency by supporting phonic teaching	Yes – purchase additional books	£1,000
Raised attainment and increased progress in mathematics. Closing gap between children with PP and non PP	TAs x 2 numicon intervention Purchase of numicon resources	YR2 72% achieved ARE 57% PP 82% nonPP Resources used increasingly in all classes	Pupil premium pupils not achieving also SEN Yes continue intervention	£1,500
				£64,680