

# Pupil premium strategy statement - Christ Church CE Primary School

1. Summary information					
School	Christ Church				
Academic Year	2019-2020	Total PP budget	£90,740	Date of most recent PP Review	Internal July 2019
Total number of pupils	143	Number of pupils eligible for PP	67 & 3 LAC	Date for next internal review of this strategy	July 2020

2. Current attainment		
YR6 2018-2019 Results All pupils	None PP YR6 (5 pupils)	YR6 Pupil Premium (10 pupils)
67% achieving age related expectations in reading, writing and maths	60%	70%
80% achieving ARE in reading	60%	90%
87% achieving ARE in writing	100%	80%
93% achieving ARE in maths	100%	90%
93% achieving ARE in grammar, punctuation and spelling	100%	90%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	English as a second language which impacts on reading, writing and mathematics
B.	Low attainment in reading and writing
C.	Limited language skills on entry to nursery and reception
	Barriers to learning SEND
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Low attendance, including visits abroad during term time
E.	Low aspirations, lack of <i>cultural capital</i>
F.	Family circumstances

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Rapid progress 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>B.</b>	Increased progress and higher attainment in reading and writing for pupils eligible for PP	Children make more than expected progress in reading and writing and attainment is more in line with ARE
<b>C.</b>	Improved speaking, reading and writing 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.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	The number of persistent absentees among pupils eligible for PP is reduced to 8% or below (National). The number of visits abroad during term time is reduced. Overall PP attendance improves in line with 'other' pupils.
<b>E.</b>	Raised awareness and aspiration of children with PP including higher achievers. Increased cultural capital through enrichment opportunities	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
<b>F.</b>	More stable home lives.	Pupils' lives at home are more stable and pupils come to school calm, relaxed and ready to learn.

5. Planned expenditure					
Academic year		2019-2020			
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.					
<b>i. Quality of teaching for all</b>					
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 reading and writing skills in Nursery and Reception.  Improved progress for all pupils particularly PP  Closing gap between children with PP and non PP children	<i>Talk for Writing</i> - Pie Corbett  <i>Letters and Sounds</i> – Phonic Programme	<i>Letters and Sounds</i> very effective in KS1 – EEF - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are	Course selected using evidence of effectiveness. Staff training day to revise training programme. Build into performance management	EYFS manager	Termly data  End of year July 2020  Resources – additional phonic scheme books £300

		usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.			
Quality First Teaching Raised attainment and increased progress in writing  Closing gap between children with PP and non PP children	<i>Talk for Writing</i> - Pie Corbett  <i>Embed Sentence Tool Kit in KS1</i>	Success of techniques and strategies on pupil progress EEF - The evaluation demonstrated that the project displayed some evidence of promise.  Written by literacy consultants (Devon Literacy Team)	Half-termly data monitoring Pupil progress meetings	HT	Termly data End of year July 2020  Training £500
Quality First Teaching  Raised attainment and increased progress in reading  Closing gap between children with PP and non PP children	Invest in <i>Guided Reading Read and Respond</i> teachers' books for guided reading  Purchase additional class copies of key texts Increase time given to class/guided reading across the timetable  Continue with Reciprocal Reading programme  <i>Tell Me</i> – reading approach Aidan Chambers  <i>Guided Readers- Layers of Meaning</i>	Read and Respond – written by literacy consultants and trialled by staff in school Reciprocal Reading - Recommendation from OLT partner school <i>Guided Readers- Layers of Meaning</i> - Recommendation from Pie Corbett (TFW) Education Endowment Foundation- Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes.	Half-termly data monitoring/Pupil progress meetings; training	HT	Termly data End of year July 2020  Teachers' books £350  Class sets £2,000
Quality First Teaching  Raised attainment and increased progress in mathematics  Closing gap between children with PP and non PP children	Training by deputy head/maths lead for TRS and TAS Sentence Stems and key The CPA (Concrete, Pictorial, Abstract) approach	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 End of year July 2020  Resources £300
Low pupil –teacher ratios	Employ teacher x 1 ½ Nursery 0.6 KS2 teacher All single year classes EAL teacher for PP EAL	<b>Education Endowment Foundation-</b> The evidence suggests that typical classes would need to be reduced to between 15 and 20 pupils. Reducing class size appears to result in around three months' additional progress for pupils, on average.	Termly data monitoring		Termly data End of year July 2020  £13, 681 EAL TR Low ratio 1 TR £32,928
<b>Total budgeted cost</b>					<b>£50,059</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	Continue Talk Boost programme	Recommended by LA and EYs team	Course selected using evidence of effectiveness. Use staff training day (Jan 2019) to revise training programme with new staff	EYFS manager	Termly data End of year July 2020  Staff costs TA £9,529
Raised attainment and increased progress in reading.  Raised aspirations of pupils and desire to achieve at least ARE.	Better Reading Partnership	Research shows BRP as a successful approach. Monitoring of our interventions shows this to be most successful with children at CC	Half-termly data monitoring Pupil progress meetings	HT	Termly data End of year July 2020  £7,705 £4575 TA
	Rapid Phonics Rapid Readers	Monitoring of our interventions High phonic results last 3 years See EEF above	Half-termly data monitoring Pupil progress meetings	HT	Termly data End of year July 2020 (as above costs)
	Purchase revision guides for YR2 and YR6 (English and mathematics)	Lack of family income to buy supporting materials	DH/YR2 and 6 TRS to purchase and give to children before FEB half-term.	DH	£400
Raised attainment and increased progress in writing.	Embed <i>Sentence Tool Kit</i> in EYFS and KS1	Written by literacy consultants	Half-termly data monitoring Pupil progress meetings Book Scrutiny	HT	Termly data End of year July 2020
Raised attainment and increased progress in mathematics.	Pre and post maths teaching intervention  <i>Focus on times tables</i>	.	Half-termly data monitoring Pupil progress meetings	Deputy head	Termly data End of year July 2020  Staff costs £1008 TA hrs
Increased fluency of English of parents with EAL. Parents more equipped to support their children.	English courses for parents Phonics course for parents Workshops for parents <i>Tapestry</i> involvement of Parents <i>Biscuits and books</i> sessions	Parental involvement has a positive impact on pupil progress EEF toolkit	Family Learning tutor – liaising with home school co-ordinator	HT	July 2020  Family Learning funding
<b>Total budgeted cost</b>					<b>£23,217</b>

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 by admin. Focus in weekly assembly	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 End of year July 2020  £1,800
Pupils calm, emotionally secure and ready to learn in school	Home–school co-ordinator employed to liaise with families and offer support and advice. Kalmer Counselling Thrive Training completed and programme implemented across the school Create and equip a Thrive space in school. Mindfulness Programme	Evidence in school suggests that pupils cannot learn if their basic needs are not addressed and they feel, anxious, worried and unsafe.	Pupils referred by teachers and HT. Counselling - Entry and exit questionnaires completed by pupils. Strengths and difficulties questionnaires (SDQ) completed by teachers about pupils.		Termly July 2020  Cost as above  Kalmer Counselling £5,365  Thrive training £1,200 Thrive space £300 Mindfulness £1,000 TBC
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 2019  Greggs funded & Staffing £4,710
Raised aspiration and widening of opportunity, increased cultural capital	Increased work related experiences, curriculum and cultural visits, e.g. museums, galleries, theatre, dance, sport	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. <b>Importance of cultural capital</b> on achievement and social mobility Education Endowment Foundation (EEF) Teenagers	All staff aware of HA children eligible for PP. Targeted for additional opportunities and workshops.	HT	Termly  £3,000

		who underestimate the education needed to get their chosen job are more likely to end up not in education, employment or training and young people from disadvantaged backgrounds are disproportionately more likely to have career aspirations that don't match their educational goals.				
					<b>Total budgeted cost</b>	<b>£17,375</b>
					<b>Total budgeted cost</b>	<b>£90,651</b>



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. TA training in mathematics, reading and phonics.	<b>REC</b> Not PP 72.73% achieved ARE in mathematics PP 77.78% achieved ARE in mathematics <b>PP pupils achieving higher than non PP</b>  <b>YR6</b> Not PP 100% PP 90% ( one pupil didn't achieve)  <b>YR2</b> Not PP 50% PP 71.43% <b>PP pupils achieving higher than non PP</b>	Cohort low on entry Small cohort of 11 EAL language barriers  New Singapore bar method used consistently across the school. Problem solving increased. Yes continue	training £300
<b>Total Cost</b>				<b>£1,300</b>

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Raised attainment and increased progress in reading. Raised aspirations of pupils and desire to achieve at least ARE.	Better Reading Partnership	Children targeted with support achieved ARE in reading in YR6 <b>YR6</b> Not PP 60% PP 90% <b>PP pupils achieving higher than non PP</b>	Most effective reading intervention. Pupils made most progress.	£9,379
	Rapid Phonics Rapid Readers	<b>YR1</b> 81% achieved phonic screen (all pupils)  Not PP 100% PP 66.7% <b>PP pupils achieving higher than non PP</b>	Yes continue  EAL/SEND pupils did not achieve	£9,304
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	Continue Talk Boost programme	Not PP 85.71% PP 75%	Yes continue EAL/SEND pupils did not achieve	Staff costs £14, 063



Raised attainment and increased progress in writing. Raised aspirations of pupils and desire to achieve at least ARE.	Introduce <i>Sentence Tool Kit</i>	<b>REC</b> Not PP 71.43% achieved ARE in writing PP 50% achieved ARE in writing Gap remains the same as last year  <b>YR6</b> Not PP 100% PP 80% ( 2 pupils did not achieve)  <b>YR2</b> Not PP 58% PP 78% <b>PP pupils achieving higher than non PP</b>	Yes continue	Staff cost £22,335 ( R, W & M)  £6,565 (EAL)
Raised attainment and increased progress in mathematics. Raised aspirations of pupils and desire to achieve at least ARE.	Numicon interventions	<b>YR2</b> Not PP 50% PP 71.43% <b>PP pupils achieving higher than non PP</b>	Yes continue	£1,008 staff costs  £600 numicon
Increased fluency of English of parents with EAL. Parents more equipped to support their children.	English courses for parents	Most parents achieved either L1 or L2 in English. Many parents progressed to college course	Yes continue	Adult Learning LA funded
<b>Total Cost</b>				<b>£63,254</b>

### 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)	Cost
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 by admin. Focus in weekly assembly	Attendance 4.6 – declining trend  Persistent absence 12.7	Yes continue	£1,800
Pupils calm, emotionally secure and ready to learn in school	Home–school co-ordinator employed to liaise with families and	Counsellor employed 2 x PM a wk Less incidents recorded	Yes continue	

	offer support and advice. Kalmer Counselling			
Ensure Children with PP have the best start to their day	Breakfast club with quality activities	Up to 40 children attend regularly	Yes continue	Greggs funded & Staffing £1026
Raised aspiration and widening of opportunity	Increased work related experiences, curriculum and cultural visits including a residential at an adventure/outdoor activity centre.	Significant widening of cultural and sporting opportunities Visits to theatres, museums, sport events 100% of targeted families attended summer event 70 adults and children attended summer day out - Preston Park and Butterfly World.	Yes continue Parents have requested school organises further visits.	£2,000
			<b>Total cost</b>	<b>£4,826</b>
<b>Total budgeted cost</b>				<b>£69,380</b>