



## Christ Church Primary School Pupil Premium Strategy Statement 2017/2018

Summary Information					
School	Christ Church Primary School	PP Lead		Emily Sophocli	
Academic Year:	2017-2018	Total PP Budget:	£48840	Date of most recent review	N/A
Pupils on roll:	370	Number of PP pupils:	30	Date of next Review	18.1.18

### Details of pupil premium eligible pupils

LAC:	1	Adopted/Special guardianship:	3	FSME:	29	Forces	3	ECHP:	1	K:	3
SEN Catch-up	8	THRIVE support	10	EAL	2						

### Current attainment and progress (2016-2017 Results)

Phonics	% PP meeting the standard	% Non PP meeting the standard	In school gap
Year 1 (5 children)	60% (3 children)	90%	-30%

End of KS1 Outcomes (No. of PP pupils = 0)	% PP at or above the expected standard	% Non PP at or above the expected standard	In school gap
Reading	N/A	81.1%	N/A
Writing	N/A	77.4%	N/A
Maths	N/A	83%	N/A

End of KS2 outcomes (No. of PP pupils = 6)	% PP at or above the expected standard	% Non PP at or above the expected standard	In school gap
Reading	83%	76%	+7%
Writing	67%	76%	-9%
Maths	67%	72%	-5%
SPAG	50%	76%	-26%

<b>Barriers to future attainment (for pupils eligible for PP, including higher ability)</b>	
<b>In school barriers</b> ( <i>issues to be addressed in school, such as speech and language</i> )	
<b>A.</b>	Some pupils eligible for PP have very low communication and social skills on entry
<b>B.</b>	Many pupils eligible for PP also have other factors such as SEN to consider when planning for their provision
<b>C.</b>	Some pupils eligible for PP are not diminishing the difference and the gap is getting wider
<b>External barriers</b> ( <i>issues which also require action outside of school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for pupils eligible for PP are 92.5 (well below the target for all children of 96.2%). This reduces their school hours and causes them to fall behind on average.
<b>E.</b>	A number of our PP pupils have or are experiencing difficulties in their home lives and find emotional regulation difficult (15 children currently receiving THRIVE). This can result in them not being ready for their learning.
<b>F.</b>	Some of the pupils eligible for PP have a lack of aspirations so don't have something to work towards. This can lead to a lack of motivation and negative attitudes towards their learning.

<b>Desired Outcome</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Higher rates of progress made in developing speech and language. Recognising the needs of children earlier so support and advice can be provided by external agencies sooner.	Any pupils eligible for PP in reception and year 1 who have speech and communication difficulties have been referred and assessed by our SPLT.
<b>B.</b>	Higher rates of progress across the school in all subjects for pupils eligible for PP who have SEN or are on SEN support	SEN PP pupils make better than expected progress (1.2 points) Gaps in progress and attainment in line with national average.
<b>C.</b>	Higher rates of progress across the whole school in all subjects for pupils eligible for PP funding.	The gap between PP and non PP will close in all subjects Pupils eligible for PP will make at least 1.2 points progress. Gaps in progress and attainment are in line with national average.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Attendance of PP pupils will be in line with all pupils (improved for individuals)
<b>E.</b>	Embedded strategies to develop social and emotional resilience.	THRIVE assessments done by class teachers will identify individuals who need 1.1 THRIVE sessions Thrive assessments will provide evidence that gaps in emotional development have been addressed and good progress has been made from their starting points.
<b>F.</b>	Increased aspiration of all pupils eligible for PP	All children will have an aspiration passport by the end of term 3 which will be used during mentoring sessions.

Planned Expenditure					
Academic Year		2017/18			
The three heading below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
1. Quality 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 this implementation?
Higher rates of progress across the whole school in all subjects for pupils eligible for PP funding. (difference diminished)	<p>Targeted booster sessions/interventions for key children led by qualified teachers to support pupils through quality first teaching.</p> <p>Data is tracked 6 times a year to identify gaps and track progress</p> <p>Monitoring to be done by SLT and SENCo regularly to see what individual children and groups are doing and make sure work is appropriate/challenging enough.</p> <p>Provision mapper used to track all provision across the school.</p> <p>All PP pupils will be read with an adult 1:1 at least once a week</p> <p>Every PP children to be assigned a learning</p>	 EEF Toolkit suggests that; through smaller groups better, more immediate feedback from the teacher can be given, there is more sustained engagement in smaller groups, and work which is more closely matched to learners' needs has a good impact.(+4 months)	<p>Pupil progress meeting - track carefully the progress being made by individual pupils and make sure it is having high impact. If not why? What will we try next?</p> <p>Provision mapper to track all provision across the school</p> <p>Data tracking</p> <p>Child voice during mentor sessions</p>	Extended SLT	Terms 3/5/6

	mentor to meet with regularly to discuss progress, attainment and wellbeing.				
<b>Total budgeted cost</b>					11000
<b>2. 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 this implementation?</b>
Higher rates of progress made in developing speech and language. Recognising the needs of children earlier so support and advice can be provided by external agencies sooner.	Speech and Language therapist employed to work with children and staff. CPD for all staff provided by the SPLT Teachers/SENCo talk to parents as soon as a S&L need is identified  Teachers making sure there are opportunities for targeted reading aloud and discussing books  All staff explicitly extending pupils' spoken vocabulary  All staff using structured questioning to develop reading comprehension	 The EEF Toolkit says oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. Overall, studies of oral language interventions consistently show positive benefits on learning. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	Monitoring/observations  Regular updates from the SPLT about impact, how is she monitoring progress?  Clear improvements in children's understanding and communication skills.  Child voice during mentor sessions	SLT/SENCo	Termly
Higher rates of progress across the school in all subjects for pupils eligible for PP who have SEN or are on SEN support	Implement specific interventions – <ul style="list-style-type: none"> <li>Nessy</li> <li>Attention and listening skills group</li> </ul>	 The EEF Toolkit recognises that 1:1 tuition, delivering intense individual support outside of the normal lesson has a	Monitoring/ observations  Monitoring of the evidence trail for each child		Termly

	<ul style="list-style-type: none"> <li>• Music therapy</li> <li>• No nonsense number</li> <li>• Gross motor skills</li> <li>• Precision Teaching - a highly focussed intervention targeted at a gap in a child's learning where small steps of progress can be measured.</li> </ul> <p>All interventions will need to provide an evidence trail for each individual child</p>	positive impact and can accelerate learning (+5 months). The school recognises that this can only happen if it delivers interventions which are known to have high impact; this is the case with the interventions the school has chosen.	<p>Child voice during mentor sessions</p> <p>Using provision mapper to analysis impact</p> <p>Feedback from teachers/support staff</p> <p>Whole staff training on new programmes</p> <p>SENCo to hold an SEN surgery once a week for staff to drop in</p>		
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**Total budgeted cost** £2800

**3. Other approaches**

<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 this implementation?</b>
Increased attendance rates for pupils eligible for PP.	<p>Focused support from the Education Welfare Officer (EWO)</p> <p>Offer places at breakfast club targeted at poor PP attenders</p> <p>Persistent absences monitored and targeted</p>	Poor attendance has been shown to have an impact on pupil's outcomes. An NfER briefing for school leaders identifies addressing attendance as a key step.	<p>Weekly monitoring of attendance</p> <p>Data tracking against attendance</p> <p>Absence tracker kept by PP lead. Notified if PP pupils are not in. On second day a telephone call is made to check in.</p> <p>Support meetings have been held with families of all PP pupils whose attendance had fallen</p>	PP lead	Termly

			below 95% for more than 1 academic year previously.		
Embedded strategies to develop social and emotional resilience.	<p>THRIVE approach –</p> <ul style="list-style-type: none"> <li>• HLTA appointed to support THRIVE</li> <li>• 1.5 days a week THRIVE sessions for SENCo</li> <li>• Develop THRIVE action plans for whole class</li> <li>• Develop THRIVE action plans for individuals</li> </ul> <p>Bought in behaviour support officer used to support the behaviour of key children and key classes</p> <p>CPD for staff</p> <p>All PP eligible pupils have a mentor from the extended leadership team</p>	 The EEF Toolkit suggests that social and emotional learning improves attainment (+ 5 months) <p>There is also proven research for the use of strategies such as THRIVE having apposite impact on pupils social and emotional resilience. Together with support from and for parents this in turn impacts on academic outcomes.</p>	<p>Analysis of THRIVE outcomes</p> <p>Feedback from 1:1 and group sessions</p> <p>Data analysis</p>	SENCo and THRIVE trained practitioners	Termly
Increased aspiration of all pupils eligible for PP	<p>Friday enrichment afternoon. Including extra tutors – Martial arts / Sports coach. Pupil premium children to select their preferred enrichment sessions.</p> <p>Aspiration week</p>	 Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. <p>After mentoring sessions with the PP eligible pupils a high percentage</p>	<p>Feedback from PP eligible pupils during mentoring sessions</p>	SLT	Termly

		of the children had no insight into what job they would want to do or be able to do. The Aspirations week is an opportunity to inspire the children and open their eyes to new ideas.			
<b>Total budgeted cost</b>					£26,200
In addition, the school will continue to support Pupil Premium by assisting with the cost of extra-curricular activities and educational/residential visits as it recognises the positive impact such activities have on enriching lives of those who are considered to be disadvantaged. We will also be assisting families with the purchase of school uniform.					£1935
<b>Total cost of Pupil Premium Strategy 2017/2018</b>					£45,441