



Christ Church Primary School Pupil Premium Strategy Statement 2018/2019

Summary Information					
School	Christ Church Primary School		PP Lead		Emily Sophocli
Academic Year:	2018-2019	Total PP Budget:	£45740	Date of most recent review	September 11 th 2018
Pupils on roll:	377	Number of PP pupils:	29	Date of next Review	

Details of pupil premium eligible pupils

LAC:	1	Adopted/Special guardianship:	3	FSME:	29	Forces	3	ECHP:	1 2 pending	SEN Support	8
SEN Catch-up	5	SHINE support	9	EAL	1						

Year 1 Phonics (3 year trend)	2016 (3)	2017 (4)	2018 (2)
FSM6 (school)	67%	50%	0%
Non-disadvantaged (national)	83%	84%	83%
Gap	-16%	-34%	-83%

EYFS (3 year trend)	2016 (4)	2017 (2)	2018 (2)
FSM6 (school)	0%	50%	100%
Non-disadvantaged (national)	72%	72%	72%
Gap	-72%	-22%	+28%

Attainment KS1	Reading			Writing			Maths		
	2016 (8)	2017 (0)	2018 (5)	2016 (8)	2017 (0)	2018 (5)	2016 (8)	2017 (0)	2018 (5)
FSM6 (school)	63%	-	60%	38%	-	60%	13%	-	60%
Non-disadvantaged (national)	78%	75%	76%	70%	68%	70%	77%	75%	76%
Gap	-15%	-	-16%	-32%	-	-10%	-64%	-	-16%

Attainment KS2	Reading			Writing			Maths		
	2016 (7)	2017 (7)	2018 (5)	2016 (7)	2017 (7)	2018 (5)	2016 (7)	2017 (7)	2018 (5)
FSM6 (school)	86%	63%	40%	71%	50%	60%	71%	50%	40%
Non-disadvantaged (national)	72%	77%	75%	79%	81%	78%	76%	80%	75%
Gap	+14%	-14%	-35%	-8%	-31%	-28%	-5%	-30%	-35%

Barriers to future attainment (for pupils eligible for PP, including higher ability)	
In school barriers (<i>issues to be addressed in school, such as speech and language</i>)	
A.	Some pupils eligible for PP have very low communication and social skills on entry (5 S/L, 11 social skills)
B.	Many pupils eligible for PP also have other factors such as SEN to consider when planning for their provision (currently 14 pupils)
C.	Some pupils eligible for PP are not diminishing the difference and the gap is getting wider
External barriers (<i>issues which also require action outside of school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 93.3 (well below the target for all children of 96.2%). This reduces their school hours and causes them to fall behind on average.
E.	A number of our PP pupils have or are experiencing difficulties in their home lives and find emotional regulation difficult (9 children currently receiving SHINE). This can result in them not being ready for their learning.
F.	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.

Desired Outcome		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	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 (+ anyone the year 1 teachers feel haven't had a referral but need one) who have speech and communication difficulties have been referred and assessed by our SPLT. Any support started last year to be supported and for children to meet 100% of their targets.
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.
C.	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.
D.	Increased attendance rates for pupils eligible for PP.	Attendance of PP pupils will be in line with all pupils (improved for individuals)
E.	Embedded strategies to develop social and emotional resilience.	SHINE assessments done by class teachers will identify individuals who need 1.1 SHINE sessions SHINE assessments will provide evidence that gaps in emotional development have been addressed and good progress has been made from their starting points.
F.	Increased aspiration and improved attitudes towards their learning of all pupils eligible for PP	Child voice - All children will have increased scores in relation to their attitudes from the start of term 1 to the end of term 6.

Planned Expenditure					
Academic Year		2018/19			
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	Impact measures and evidence	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 (RN, ES, IH, ST, KM, GS).</p> <p>Data is tracked 3 times a year to identify gaps and track progress – internal data and NFER test scores.</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 three times a week</p>	<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> <p> EEF Toolkit suggests that through individualised instruction, which involves different tasks for each learner and support at individual levels, children will make progress. It is based on the idea that all learners have different needs, so therefore an approach that is personally tailored — particularly in terms of the activities</p>	<p>All PP children to make at least 1.2 points progress across the year</p> <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> <p>Planning/books (including target books for children with multiple vulnerabilities)</p>	Extended SLT	Terms 2 + 4 + 6

	Pupil progress meeting to be held termly with deputy head and SENCo	that pupils undertake and the pace at which they progress through the curriculum — will be more effective. (+3 months)			
Total budgeted cost					11,700
2. Targeted Support					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice	Impact measures and evidence	Staff lead	When will you review this implementation?
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 to continue working with children from last academic year. EYFS staff and SENCo to identify ch quickly who need SL support and make a referral. Teachers/SENCo talk to parents as soon as a S&L need is identified SPLT provide staff with CPD 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. (+5 months)	Children receiving speech and language support achieve 100% of their targets 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	Term 2 / 4 / 6

<p>Higher rates of progress across the school in all subjects for pupils eligible for PP who have SEN or are on SEN support</p>	<p>Implement a reduced, specific list of available interventions –</p> <ul style="list-style-type: none"> • 1:1 Reading - Read Write Inc and Rapid Reading • Precision Teaching • Nessy • Handwriting / Fine motor skills • Writing or Maths boosters • Lego Therapy • SHINE (GS/KU) • Smart Moves • Speech and Language Therapy <p>Clearer entry/exit data</p> <p>All TA's trained on running the suggested interventions</p> <p>Targets checked to ensure they are SMART</p> <p>All interventions will need to provide an evidence trail for each individual child – target books</p>	<p> The EEF Toolkit recognises that 1:1 tuition, delivering individual support outside of the normal lesson has a positive impact and can accelerate learning (+5 months).</p> <p>This can only happen if interventions used are known to have high impact; this is the case with the interventions we have chosen.</p>	<p>All children on SEN support make at least 1.2 point progress across the year.</p> <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>Monitoring/ observations</p> <p>Monitoring of the evidence trail for each child (target books)</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> <p>Each class teacher has completed a 'thriving in school' document or 'EEE' document and is tracking all vulnerable children and referring any children that come</p>		<p>Termly</p>
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<p>Higher rates of progress across the whole school in all subjects for pupils eligible for PP funding. (difference diminished)</p>	<p>Every PP pupil to meet weekly with the PP champion to work on –</p> <ul style="list-style-type: none"> - Individual targets (set by class teacher) - 1.1 reading - Editing and improving work if supportive (set by class teacher) - Pre-teaching (set by class teacher) - Wellbeing/SHINE (discussed with SENCo/Katie Uzzell) Providing feedback about work and working on next steps <p>The school's Parent and Child mentor to –</p> <ul style="list-style-type: none"> - Continue working with those families who need additional support. - Support those PP children that are also young carers - Liaise with PP lead and PP champion for a triangulated approach. 	<p> The EEF says that high quality feedback is proven to have a huge impact if used correctly. It should aim towards (and be capable of producing) improvement in students' learning. (+8months)</p> <p> The EEF Toolkit recognises that 1:1 tuition, delivering individual support outside of the normal lesson has a positive impact and can accelerate learning (+5 months).</p> <p>This can only happen if interventions used are known to have high impact; this is the case with the interventions we have chosen.</p> <p> The EEF Toolkit suggests that through individualised instruction children will make progress. It is based on the idea that all learners have different needs, so therefore an approach that is personally tailored — particularly in</p>	<p>up as concerns.</p> <p>All PP children to make at least 1.2 points progress across the year</p> <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>Monitoring of the evidence trail for each child (target books)</p> <p>Child voice during mentor sessions</p>		
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		<p>terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective. (+3 months)</p> <p> The EEF Toolkit suggests mentoring should aim to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p>			
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Total budgeted cost £25,750

3. Other approaches

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice	Impact measures and evidence	Staff lead	When will you review this implementation?
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> <p>At the start of the year send out the attendance policy to all families with a letter stating the key points - re-send this letter in terms 3 and 5.</p> <p>When families inform us of holidays respond with a</p>	<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>	<p>The attendance of all pupils eligible for PP will be 95%</p> <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 to be held with families of all</p>	PP lead/head teacher	Termly

	pre-written (dependent on the circumstances) email/letter to remind that no absences can be authorised and that a fixed penalty fine could be issued.		PP pupils whose attendance had fallen below 95% for more than 1 academic year previously.		
Total budgeted cost					£1700
In addition, the school will continue to support Pupil Premium by – <ul style="list-style-type: none"> - Assisting with the cost of extra-curricular activities - Employing a MTS to support play with PP children who need support with this - Assisting with educational/residential visits as it recognises the positive impact such activities have on enriching lives of those who are considered to be disadvantaged - Assisting families with the purchase of school uniform. - Assisting families with wrap around care where necessary 					£6000
Total cost of Pupil Premium Strategy 2017/2018					£45,150