

Christ Church C of E Primary

Pupil premium strategy statement

2017 - 2018

1. Summary information					
School	Christ Church C of E Primary School				
Academic Year	2017/18	Total PP budget	£73,000	Date of most recent PP Review	June 2017
Total number of pupils	208 24 (FS1)	Number of pupils eligible for PP	46	Date for next internal review of this strategy	June 2018

2. Current attainment		
<i>Based on 2016 results at the end of Key Stage 2</i>	<u><i>Pupils eligible for PP (school)</i></u> <i>(national average)</i>	<u><i>Pupils not eligible for PP (School)</i></u> <i>(national average)</i>
% achieving expected standard or above in reading, writing & maths (RWM Combined)	20% (60%)	43% (60%)
% achieving expected standard or above in reading	20% (71%)	57% (71%)
% achieving expected standard or above in writing	60% (79%)	71% (79%)
% achieving expected standard or above in grammar, punctuation and spelling	20% (78%)	50% (78%)
% achieving expected standard or above in maths	20% (75%)	64% (75%)
Average scaled score: reading	94.6% (103.8)	99.3 (103.8)
Average scaled score: maths	94% (104.1)	100.1 (104.1)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	School Context of Deprivation: Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.28 (decile 3) compared to National of 0.24. We have an IMD of 3 (score: 31.1). 63% of our pupils (47 pupils) live in decile 1-3.

B.	Social Care Needs: Our school has a large number of families supported historically or currently by outside agencies including social care and family support workers. Many of our families need support from school to help them to address their needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, homework and school activities
C.	Attainment on Entry: (60% from Christ Church Nursery) 66% entered school with skills below those typical of children of this age in communication and language, literacy and understanding of the world and expressive arts and design. More than 50% are below typical in the remaining areas. 40% had outside agency involvement, speech and language concerns or required additional support. 25% are receiving targeted support for identified needs (mainly listening, attention and expressive language). In September 2016, 66% (10/15) of the Nursery cohort were operating below the level typical of children this age in all areas of learning. C&L was significantly low, with only 13% (2 children) communicating at a typical level.
D.	SEND: 11% of pupils receiving SEN support against a national average of 13%. Currently this is 22 children. SEN cohorts vary across classes.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Attendance: Overall absence is 4.1 (3.9 national). Disadvantaged 5.6 (5.2 National). 13 % of Disadvantaged are PA (15.1% national)
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attainment and progress in reading, writing, maths and GPS in Y6 class for pupils eligible for PP, including more able disadvantage pupils. (Our current Y6 class has a 32% FSM6 entitlement Year 6 and 44% Year 6 2017/18).	Pupils eligible for PP in Y6 make rapid progress so that most pupils eligible for PP meet age related expectations by the end of Key Stage 2 and all have made at least good progress from their starting points.
B.	Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.	Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
C.	Continue to ensure that teaching, learning and assessment across the school is at least good and that this is impacting on PP achievement in all classes.	Teaching, learning and assessment across the school will continue to be good overtime, ensuring that most pupils eligible for PP across the school will meet age related expectations and all have made at least good progress from their starting points.
D.	Increase attendance rates for pupils eligible for PP across the school.	Overall attendance rates for pupils eligible for PP will improve to in line with national and comparable with other pupil groups.

5. Planned expenditure					
Academic year	2017/18				
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?
Improve attainment and progress in reading, writing, maths and GPS in our Y6 class for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 class has a 32% FSM6 entitlement).	Additional support staff available each morning to support teaching and learning in year 6.	Our Key Stage 2 results were significantly below national average in RWM combined. Writing was higher.	Regular book scrutinies. Regular moderation of pupils' work in school and externally. Termly data input and analysis. Termly pupil progress meetings with the Headteacher.	SLT	Termly data and pupil progress meetings
Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.	Additional support staff available each morning to all classes at least three times a week.	KS1 reading was 66% NA -74% aim to increase attainment. Maths at Ks1 was slightly below National average. Y1 phonics continue to be at or above national average Combined R/W/M at KS2 was significantly below national average. Over the year. Chn to make at least 3 pts progress – at Spring term '17 - Reading 2.2, writing, 2.24 and maths 2.45.	Regular focused learning walks and drop-ins. Regular book scrutinies. Regular moderation of pupils' work in school and externally. Termly data input and analysis. Termly pupil progress meetings with the Headteacher.	SLT	Termly pupil progress meetings with Headteacher Termly data input and analysis Termly pupil progress meetings with pupils July 2017 final review

Continue to ensure that teaching, learning and assessment across the school is at least good and that this is impacting on PP achievement in all classes.	<p>Maintain focused leadership and management time to continue to raise standards across the school.</p> <p>CPD training of staff to impact on teaching and learning, for example Maths hob and reading collaborative.</p>	<p>Teaching over time is good as evidenced in pupils' books and the school's assessment information.</p> <p>In 2015-2016, almost all of the lessons observed were graded good or better.</p> <p>Regular book scrutinies for English and Maths confirm at least good teaching and learning across the school. This is supported by the views of our children during pupil interviews and termly pupil progress meetings.</p> <p>100% of our parents/carers in the November 2016 questionnaire agreed that teaching is good.</p> <p>All teachers and teaching assistants have been trained to a high level and implement strategies in a consistent manner. As a result there is a smooth progression in learning for all pupils.</p>	<p>Focused Leadership and Management time for Key Stage Manager to drive standards and impact on teaching and learning across their KS and school.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>External validation of views.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Targeted CPD linked to individual staff needs and whole school development areas.</p>	<p>All teaching and support staff</p> <p>SLT</p>	<p>Termly monitoring calendar and T&L impact summary</p> <p>Performance Management midterm reviews (March 2017)</p>
Total budgeted cost					£15,000

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?
Improve attainment and progress in reading, writing, maths and GPS in our Y6 class for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 class has a 32% FSM6 entitlement).	Reading Plus accelerated learning programme. 1 to 1 Maths Intervention Booster groups Teaching Assistant support	20% of PP children achieved the expected standard in reading last year. This year we have trailed 'Reading Plus' where many children have made gains in comprehension and reading rate of a year in just 10 weeks. We wish to expand this to use all year. We also plan to for 1 to 1 tuitions for Maths (online) with Third Space Learning. We also have a very experienced and outstanding teacher to deliver focuses 1:1 booster in Year 6.	Appointment of focused 1:1 tuition teacher for targeted intervention with specific children. Regular lesson observations on key focus areas. Regular focused learning walks and drop-ins by Headteacher. Regular book scrutinies. Regular moderation of pupils' work in school and externally. Termly data input and analysis. Termly pupil progress meetings with the Headteacher.	E Wake K Bell	Termly pupil progress meetings with Headteacher Termly data input and analysis
Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.	Teaching Assistant support First class @ number Success @ arithmetic More able workshops Music tuition Beanstalk reading scheme	KS1 reading was 66% NA -74% aim to increase attainment. Maths at Ks1 was slightly below National average. Y1 phonics continue to be at or above national average Combined R/W/M at KS2 was significantly below national average. Over the year. Chn to make at least 3 pts progress – at Spring term '17 - Reading 2.2, writing, 2.24 and maths 2.45.	Regular lesson observations on key focus areas. Regular focused learning walks and drop-ins by Headteacher, Key Stage Managers and Subject Leaders. Regular book scrutinies. Regular moderation of pupils' work in school and externally. Intervention tracking and analysis including entry and exit data. Termly data input and analysis. Termly pupil progress meetings with the Headteacher. Termly pupil progress meetings with the class teacher and all pupils individually.	SLT K Bell	Termly pupil progress meetings with Headteacher Termly data input and analysis

Total budgeted cost					£39,000
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?
Increase attendance rates for pupils eligible for PP across the school.	<p>Family Entrepreneurs to support families in need.</p> <p>Financial support for residential trips and uniforms.</p> <p>Targeted enrichment activities e.g. Pantomime, Lions of Zululand.</p>	<p>Family entrepreneurs assist families with parenting issues. They liaise with other agencies to provide support with social care and housing.</p> <p>We try to ensure all PP children attend a residential in KS2 by providing financial support where needed.</p> <p>Many of our children have limited experiences outside the local area. We aim to provide a wide variety of visits and visitors to school. We aim for this to have an impact on attendance, motivation and experiences to draw upon across the curriculum.</p>	<p>Monitor attendance weekly. Liaise with family entrepreneurs and provide support where necessary.</p> <p>Transport to residential trips are subsidised by PP. Any additional funding may be may available to families in need.</p> <p>Ensure a wide range of visits and visitors are frequently booked.</p>	SLT	<p>Weekly check PA</p> <p>Four weekly for over attendance</p>
Total budgeted cost					£12,000

6. Review of expenditure				
Academic Year		September 2016 – July 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
Improve the quality and consistency of grammar and spelling teaching across school.	New whole school grammar and spelling schemes	Staff are more confident on what needs to be covered and when. There is now a clear progression of skills and good curriculum coverage. Sessions have been timetabled to ensure there is time in the day to deliver the lessons.	We will be continuing this approach this year and have purchased subscriptions to other online sites offering additional resources to further develop the teaching of the programmes.	£1,680
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
Increase rates of progress in reading for Year 1 pupils	Reading Recovery Teacher	Progress for the chn involved was average. One child made exceptional progress from 4.5 accuracy to 6.9 in 6 mths. Most made 4-6 mths progress.	The intervention was expensive and the criteria to be eligible for the programme, was restrictive – being one form entry, we will look to alternative interventions.	£1,140 CPD £17,200
Increase progress and attainment in Maths across KS1 & 2.	First Class @ number	KS1 - Average progress was 15mths over 1 term of intervention. KS2 – Average progress was 18.5mths over 1 term of intervention.	Both interventions have proven to give good results and we plan to continue them next year.	£1,800 –CPD £16,000

iii. 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
Support families in need with a family support service.	Tyne Gateway Trust	Supports the parents of vulnerable children which in turn, promotes wellbeing which translates into the classroom.	At times it can limit the ease in which a case can be escalated as it is considered that support from a family partner is enough. In complex cases however, more time per family is needed and we are mindful of this.	£1,980.00 +
	Solihull Parenting Programme	The one parent who did complete the course of an SEN non PP child, has grown in confidence and is more comfortable when engaging with professional.	Although it was identified that there was a need for it, parents struggled to commit and engage in the process. with only one, from an initial seven, completing the course. Feedback from parents was positive, however many felt they covered the content before.	£2,000
Promote attendance and enhance the curriculum.	Enrichment Days	We have ensured all children have access to educational visits/visitors and are able to attend residential.	Some of our children greatly need to be given opportunities outside of their local area. We try to ensure these are diverse and provide additional stimulus to the curriculum and promote good attendance.	£3990

7. Additional detail
<p>We also provided:</p> <ul style="list-style-type: none"> • uniform for Refuge children - £85 • Attendance prizes - £100 • Brass lessons £125 • Subscriptions - £199 Percy Parker, £300 for the Power of Reading and £240 Testbase • One to one Maths tuition for SATs 2017 (up until April 2017) – impact still not known £2300