

Pupil premium strategy statement (primary)

1. Summary information					
School	Christ Church C of E Primary School				
Academic Year	2020/21	Total PP budget	£105,220	Date of most recent PP Review	Sept 2019
Total number of pupils	164 sch 11 (FS1)	Number of pupils eligible for PP	58 currently on roll	Date for next internal review of this strategy	Sept 2021

2. Last reported national attainment		
<i>Based on 2019 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)	31% (51%)	56% (71%)
% achieving expected standard or above in reading	54% (62%)	72% (78%)
% achieving expected standard or above in writing	77% (68%)	78% (83%)
% achieving expected standard or above in maths	62% (67%)	78% (83%)

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 0.3 (decile 3) and we have an IMD of 3 (score: 32.2). 62% of our pupils live in decile 1-3. High mobility – number of transient children from local refuge. 20% of families are receiving additional support provided by school.
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: Sept 2020 - 65% of children entered reception with skills below those typical of children of this age in communication and language and 71% for number.
D.	SEND: 25.3% of pupils receiving SEN support against a national average of 14.9%. A further 1.2% of pupils have an EHCP plan against a national average of 3.1%. Two further plans are currently pending. SEN cohorts vary across classes.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance Pre-COVID-19: Overall absence is 4.8 (3.9 LA). Disadvantaged 4.6% (5.4% National). 11.1% of Disadvantaged are PA (14.9% national). 8% of children are receiving support from outside agencies such as Barnardo's.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	To improve good levels of progress in all areas for all groups. See School Development Plan: Outcomes section.	Improved standards and progress in reading- improving fluency and comprehension across school, teaching of phonics Improve standards in writing Improve standards in grammar and punctuation Improve standards in spelling Improve standards in maths- focus on fluency and reasoning Improve outcomes for disadvantaged (progress inline with other pupils, narrow attainment gap in school) Improve outcomes for higher ability pupils
B.	Remove specific barriers for individual pupil premium children. See School Development Plan: Personal development behaviour and welfare section	Providing access to mental health services where wait times are proving too long. ICT equipment for children to fully engage in remote learning. Specific targeted interventions with measured impact and progress to be reported and shared.
C.	We aim to provide additional enrichment (including residential) in order to broaden curriculum opportunities. See School Development Plan: Quality of Education	Opportunities provided deepen the understanding in subject areas and enable children to develop positive attitudes towards education both in and outside the classroom.
D.	Teaching, learning and assessment to be consistently good/outstanding leading to good/outstanding outcomes for all pupils. See School Development Plan: Quality of Education	<ul style="list-style-type: none">• Develop mastery across all curriculum areas• Develop fluency in reading, writing and maths• Good/outstanding progress and outcomes for all

E.	<p>Increase attendance rates for pupils eligible for PP across the school – supported through the use of sports clubs, breakfast clubs, uniform subsidies and monitoring. <i>See School Development Plan: Personal development behaviour and welfare section.</i></p>	<p>Overall attendance rates for pupils eligible for PP will improve to in line with national and comparable with other pupil groups.</p>
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5. Planned expenditure 3 Year plan

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 first teaching

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?
To improve good levels of progress in all areas for all groups.	Additional support staff available each morning to support teaching and learning in classes. CPD	The curriculum is implemented effectively to provide challenge and ensure good progress in all subjects Strengthen assessment procedures across the curriculum Develop whole school planning documents Ensure subject leaders are confident in the way in which their subject is taught across school. Ensure children are inspired, challenged and engaged through appropriate teaching activities and questioning. Ensure higher ability children are challenged and are making good progress towards exceeding age-related expectations.	Regular book scrutinies. Teachers performance cycle supports targets for teaching and learning. 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

Teaching, learning and assessment to be consistently good/outstanding leading to good/outstanding outcomes for all pupils.	<p>Develop mastery across all curriculum areas</p> <p>Develop fluency in reading, writing and maths Good/outstanding progress and outcomes for all</p> <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 hub and reading collaborative.</p>	<p>Teaching over time is good as evidenced in pupils' books and the school's assessment information.</p> <p>In 2019-20, lessons observed were deemed to be 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>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 2021)</p>
<p>Total budgeted cost</p> <p>A breakdown of costs can be found in relevant cost centres used in the expenditure section of the school budget. The budget is monitored termly with the local authority. The governing body's finance committee receive regular financial updates on PP spending and allocation.</p>					50,000

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?
To improve good levels of progress in all areas for all groups.	<p>Reading Plus accelerated learning programme.</p> <p>Maths Interventions</p> <p>Booster groups</p> <p>Teaching Assistant support</p> <p>Online phonic programmes</p> <p>Subscriptions to Classroom Secrets, Twinkl and White Rose.</p>	<p>Quality first teaching with TA support for classes.</p> <p>Early intervention across core subjects</p> <p>'Catch up' programmes for children who's attainment has been affected by school closure.</p>	<p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher.</p> <p>Regular summative and formative assessment</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p>	SLT	<p>Termly pupil progress meetings with Headteacher</p> <p>Termly data input and analysis</p>
Remove specific barriers for individual pupil premium children.	<p>Providing access to mental health services.</p> <p>ICT equipment</p> <p>Specific targeted interventions.</p> <p>Edukey software</p>	<p>Providing access to mental health services where wait times are proving too long.</p> <p>ICT equipment for children to fully engage in remote learning.</p> <p>Specific targeted interventions with measured impact and progress to be reported and shared.</p> <p>Monitor the cost of interventions and their impact.</p>	<p>All teachers to complete a 'barriers to learning' audit for the PP children in their class.</p> <p>Audit will inform planning and implementation of necessary interventions or support.</p> <p>TA's to report on impact of interventions.</p> <p>These will be monitored by PP lead.</p> <p>PP lead, SENCo and HT will monitor termly.</p>	CP	Termly – pupil progress meetings.

Teaching, learning and assessment to be consistently good/outstanding leading to good/outstanding outcomes for all pupils.	Teaching Assistant support First class @ number Success @ arithmetic More able workshops	Y1 phonics continue to be at or above national average At least expected progress for all pupils. Ensure progress for disadvantaged pupils in is line with non-disadvantaged. Progress and attainment at the end of each key stage to be inline or better than national comparators.	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	Termly pupil progress meetings with Headteacher Termly data input and analysis
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Total budgeted cost					£25,000 £695 per year for Edukey
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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?
We aim to provide additional enrichment (including residential) in order to broaden curriculum opportunities.	Enrichment – curriculum Examples - theatre visits, residential, subsidised trips, transport, after school clubs, music collaborative etc.	Enable chn to have wider experiences outside the classroom - a number of children rarely have such opportunities at home. Expose children to activities/experiences which provide rich vocabulary and learning experiences.	Feedback from parents Flexibility within the curriculum to review and introduce different topics. Questionnaires with parents Pupil voice	SLT Subject leads	Termly through staff meetings. Subject leads to liaise with staff.
Increase attendance rates for pupils eligible for PP across the school – supported through the	Lead person to support families	KB assists families with parenting issues. They liaise with other agencies to provide support with social care and housing.	Monitor attendance weekly. Liaise with office/K Bell and provide support where necessary.	SLT/KB/ Office staff PE Lead	Weekly check PA

Use of sports clubs, breakfast clubs, uniform subsidies and monitoring	<p>Admin staff to follow up attendance.</p> <p>Financial support for residential trips and uniforms.</p> <p>Sports clubs after school</p> <p>Breakfast club for Y6 spring/summer</p>	<p>We try to ensure all PP children attend a residential in KS2 by providing financial support where needed.</p> <p>Wide range of subsidised sports clubs for all chn after school.</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>		
Children able to access remote learning when needed through the availability of ICT equipment	<p>Purchase iPads</p> <p>Start parental iPad leasing scheme</p> <p>Purchase wireless dongles to provide internet access to children without – to enable full access to remote learning</p>	<p>During lockdown, school provided full remote learning via Google Classroom and SeeSaw. Some children were unable to access this due to the lack of equipment available in their homes. As a school, we only have desktop PC's so could not offer any support other than paper workbooks.</p>	<p>Liaise with Apple Certified Teacher from Stephenson Memorial Primary School.</p> <p>Emma Mc to be lead teacher on project.</p>	LB/EMc	Continually throughout year
Total budgeted cost					£30,000

6. Review of expenditure				
Financial Year		April 2019– April 2020		
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 attainment and progress in reading, writing, maths and GPS in our Y6 class for pupils eligible for PP, including more able disadvantaged pupils.	Additional support staff available each morning to support teaching and learning in year 6.	No National Tests due to Covid-19 Lessons observations, book scrutinies and Pupil progress meeting information all demonstrate positive impact upon pupils.	We will be continuing this approach this year due the success from last year. However, with an experienced HLTA each morning to work with groups. We will now be looking towards raising attainment of chn receiving the higher score.	
Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. We aim to provide additional enrichment (including residential) in order to broaden curriculum opportunities	Additional support staff available each morning to all classes at least three times a week.	All chn in Years 4-6 experienced residential activities (Robin Wood and High Borrans) – inc those who did not stay off site. Forest school providers were brought in and visits to local attractions were facilitated to broaden chn's experiences. Both internal and external records recognise that teaching, learning and assessment is good or better throughout the school.	Teachers having a greater awareness of pupil premium children – using their own data and taking a 'quality teaching' first approach to intervention. Will continue next year. Smaller cohorts and the financial commitment needed to run two residential, have led to the decision to run only one residential. Chn in years 4-6 will still have the opportunity to go on residential, however, we will be using only one provider - High Borrans - which is subsidised for all chn and is offered at a reduction for PP. Continue current levels of monitoring. Will work alongside the Diocese and collaborative partners to share best practice and moderate judgements. Focused CPD for staff and middle leaders.	
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.	Maintain focused leadership and management time to continue to raise standards across the school. CPD training of staff to impact on teaching and learning, for example Maths hub, NS collaborative & Newcastle Diocese.		Embedding of a new curriculum to developed a progression of skills and knowledge across the foundation subjects which meet the needs of our learners.	

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
Improve attainment and progress in reading, writing, maths and GPS in our Y6 class for pupils eligible for PP, including more able disadvantaged pupils. (Y6 class had a 39% FSM6 entitlement).	Reading Plus accelerated learning programme. Booster groups Teaching Assistant support	No National Tests due to Covid-19	Will continue to provide interventions and opportunities for more able. We will focus on quality first teaching and the development of middle leaders.	
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 collaborative Beanstalk reading scheme	No National Tests due to Covid-19	Will continue to provide interventions and opportunities for more able. We will continue to support all chn with music tuition through the music collaborative We will focus on quality first teaching and the development of middle leaders.	

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
Increase attendance rates for pupils eligible for PP across the school – supported through the use of holiday clubs, breakfast clubs, uniform subsidies and monitoring (as started 17/18).	<p>Lead person to support families</p> <p>Admin staff to follow up attendance.</p> <p>Financial support for residential trips and uniforms.</p> <p>Targeted enrichment activities e.g. Pantomime, Lions of Zululand.</p> <p>Breakfast club for Y6 spring/summer</p>	<p>Intervention lead supports families in school and liaises with social services. Good relationships have been developed and maintained through having a designated role.</p> <p>Office staff are proactive with attendance. Chn have been collected from home and brought to school by staff on occasion.</p> <p>Uptake of residentials was high – this will continue this year for children Yrs4-6.</p>	<p>We aim to continue utilizing the skills of intervention lead to support families in need.</p> <p>High profile monitoring – we have enlisted support from the local authority and diocese. Attendance and class prizes for attendance.</p> <p>Some chn experienced a professional pantomime for the first time – which was greatly enjoyed by all. We aim to continue this each year.</p> <p>.</p> <p>.</p>	73,000

7. Additional detail

COVID – 19 March -Sept 2020

Due to the changes to educational provision caused by the COVID-19 Pandemic, the detail in the strategy has been subject to review since March 2020. Our use of funding has been adapted to meet the students' needs as they have arisen. Whilst maintaining, where possible, the principles outlined in this document.