



CHRIST CHURCH CE PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT

1. Summary information					
School	Christ Church Primary				
Academic Year	2017/18	Total PP budget	£24,660	Date of most recent PP Review	Jan 2018
Total number of pupils	84	Number of pupils eligible for PP	16	Date for next internal review of this strategy	July 2018

2. Current attainment		
Key Stage 2 results for summer 2017	<i>Pupils eligible for PP (your school- 2 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	100%	61%
% achieving expected standard or above in reading	100%	72%
% achieving expected standard or above in writing	100%	77%
% achieving expected standard or above in maths	100%	75%

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.	Oral language skills and language development in Reception and KS1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.
B.	KS1 pupils who are eligible for PP are making less progress and have lower attainment in writing than other pupils across KS1. This prevents 'expected' attainment in KS2.
C.	PP pupils have a lower baseline than other pupils for number and calculation.
D.	Emotional issues related to self-esteem for some PP children are having a detrimental effect on their academic progress.
E.	Access to a range of quality educational experiences.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Lack of support at home for reading.
G.	PP children are over-represented as % of persistent attenders.

4. Desired outcomes



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	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in reception and KS1 and lower KS2 classes to support pupils in the development of reading and writing.	Pupils eligible for PP in YR and Y1-4 make rapid progress by the end of the year so that the % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP pupils nationally.
B.	Higher rates of progress and attainment in writing for all groups but especially for PP pupils, for boys and for higher attaining writers across the school.	Standards in writing attainment improve across the school and especially for those identified groups: PP, boys, higher attainers. PP children can achieve well in spelling
C.	PP pupils close the attainment gap in maths across all year groups in school.	Standards in maths attainment improve of all cohorts so that % of pupils eligible for PP meeting age related expectations equals or exceeds that of non-PP pupils nationally.
D.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues.
E.	Pupils attend educational visits that enhance their learning and motivate them in the core subjects of reading, writing and maths.	Pupils enjoy the educational visits provided for them and as a result are engaged in their learning.
F.	Higher rates of progress and attainment in reading, especially in KS2 for those in receipt of PP.	PP children make better progress in reading so that their writing is influenced by this. Children enjoy reading and can talk enthusiastically about a book they are enjoying. PP children can achieve well in spelling.
G.	PP children attend school regularly and are not persistent absentees (Key Priority 4 on SDP)	By the end of 2017-18 80% of children will have school attendance of over 95%. Of those who do not have 95% attendance, only 50% will be from disadvantaged groups (still an over-representation but a positive gain from previous years). PP children are in school and learning and achieving. Leaders know why PP are absent and can take steps to minimise this, using a multi-agency approach if needed.

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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?
A. Improve oral language skills for pupils eligible for PP in reception and KS1 and lower KS2 classes to support pupils in the development of reading and writing.	<p>Pupils will receive extra daily reading with a TA.</p> <p>Daily phonics extra lessons for those who need it.</p> <p>Phonics progress will be checked at pupil progress meetings.</p>	When children read daily their reading improves. Phonics is the national preferred reading strategy.	<p>Pupil progress meetings will review intervention given and progress made.</p> <p>Drop-ins will show that phonics are used as the preferred strategy.</p> <p>Drop-ins will show that books and enjoyment of reading is celebrated.</p>	TC	Termly progress meetings
B. Higher rates of progress and attainment in writing for all groups but especially for PP pupils, for boys and for higher attaining writers across the school.	<p>Whole school spelling scheme.</p> <p>Whole School Grammar Scheme</p>	<p>The 'No Nonsense Spelling' scheme uses the strategies developed by the Literacy Strategy in their 'Support for Spelling' document. 'NO Nonsense Spelling' has updated this document so that expectation and spelling lists are in line with the national curriculum 2014.</p> <p>Staff are also using No-Nonsense Grammar, the sister scheme which embeds good sentence structure, punctuation and grammar in learning.</p>	Book scrutinies, planning scrutinies, baseline and future spelling testing.	TC	Termly assessment reviews.
B. Higher rates of progress and attainment in writing for all groups but especially for PP pupils, for boys and for higher attaining writers across the school.	<p>CPD on Jan 17 PD Day in: Talk for writing strategies which has been built upon – CPD on Jan 18 PD Day looked at sentence stacking</p> <p>Texts and images for boys' writing</p> <p>Use of high quality stimuli for writing – outdoor education and visits, No Nonsense grammar</p>	<p>Talk for writing is a proven strategy recommended by the Literacy Strategy for improving writing.</p> <p>Jane Considine – Sentence Stacking has been shown to support boys – explicit grammar teaching approach shown to help in research</p>	Drop-ins, lesson observations, planning scrutiny, work scrutiny,	TC	Spring Term – Learning Walk completed



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<p>C. PP pupils close the attainment gap in maths across all year groups in school.</p>	<p>Purchase and use of Inspire Maths scheme to support mastery teaching in maths and proven Singapore Maths' methods of concrete, pictorial, abstract (CPA) approach.</p> <p>High quality whole school staff CPD on CPA accessed – Oct 2017, Jan 2018 and planned for April 2018 – using Karen Wilding</p> <p>Whole school approach to maths fact learning</p>	<p>NCETM Maths hubs have trialled these publications and recommended them. This scheme offers consistency in approach to vocabulary, calculation strategies and the CPA approach. It also incorporated problem-solving and reasoning in to every unit. It offers school a clear strategy for numerical problem-solving (Singapore Bar method).</p> <p>Teacher subject knowledge is shown to be significant factor in pupil progress, so need to invest in CPD.</p> <p>Mental maths fact knowledge and rapid times table recall are essential for progress</p>	<p>Regular staff meetings and review. Teachers sharing their experiences of its implementation.</p> <p>Close monitoring by Maths Lead – SDP and further input through staff meeting and sharing CPD with TAs</p> <p>Whole school data drop on times tables assessments</p>	<p>LD</p>	<p>Half termly</p>
<p>D. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</p>	<p>Peer mediation training for 14 volunteer pupils from Y4-Y6. Peer mediators used to resolve minor playground conflicts.</p>	<p>Peacemakers are a nationwide foundation who trains pupils in peer mediation. Their research shows that conflicts can be minimised by enabling pupils to resolve things for themselves using a clear strategy and programme.</p> <p>July 2017 Ofsted report positively commented on use of peer mediators. Further training to be accessed for new peer mediators from Y4 in April 18.</p>	<p>TA monitors peer mediators and provides opportunities for feedback and continual training.</p> <p>Summer term 17 saw some refresher training and teacher feedback to HT about future needs.</p> <p>HT ensures behaviour log is analytical enough to ensure that it is clear if PP children are overly represented in playground incidents whether as victims or perpetrators.</p>	<p>EC TC</p>	<p>Half termly</p>
<p>D. Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</p>	<p>Planning for PSHE lessons, our Christian values and our school Golden Rules all support pupils in managing their feelings.</p> <p>Specific strategies e.g. for anger management and anxiety (visualisation, deep breathing) are taught to pupils.</p>	<p>Circle time and other PSHE lessons allow children to share anxieties or problems and seek support and advice. These sessions create an emotionally safe environment for sharing feelings/ thoughts/worries</p> <p>Whole school mapping of PSHE topics</p> <p>Staff have looked at all resources and created a bespoke PSHE programme which suits the needs of all children drawing from PSHE Association material, Respect Yourself and other well-regarded resources.</p>	<p>During delivery of PSHE material staff will notice whether PP children are able to talk about their feelings and emotions.</p> <p>Behaviour Log scrutiny will also show whether there is an over-representation of PP children.</p>	<p>TC</p>	<p>Termly</p>



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<p>E. Pupils attend educational visits that enhance their learning and motivate them in the core subjects of reading, writing and maths.</p>	<p>Topics will interest children especially PP children. They will include WOW days (visits and visitors, use of the outdoors) art and DT work that will excite and engage.</p>	<p>Engagement is vital for encouraging good learning behaviour. Not all children will like all subjects but it is important that the curriculum is broad so that it can 'hook' everyone. A parental consultation and a pupil survey in Summer 2017 showed how important these areas were for embedding learning and encouraging curiosity.</p>	<p>Topic grids are shared with parents and pupils so they can look forward to their learning.</p>	<p>TC</p>	<p>Termly after visits/visitors survey pupils.</p>
<p>F. Higher rates of progress and attainment in reading, especially in KS2 for those in receipt of PP.</p>	<p>Reading Reward Scheme: Pupils gain stamps each time they read at home and when they have 30 stamps they get a free book. (Funded by the PTA)</p> <p>All pupils to use the Library Bus fortnightly.</p> <p>Library within school has received new non-fiction material.</p>	<p>The reading reward scheme is based on ideas developed by the National Literacy Trust.</p> <p>When pupils see that reading is valued by the school they will value it also.</p> <p>Pupil will be encouraged by their teacher's enthusiasm about books.</p> <p>All pupils will have access to a range of reading material.</p> <p>Reading for pleasure is one of the biggest indicators of future educational success.</p>	<p>Teachers will be enthusiastic about the Reading Rewards Scheme and about reading generally.</p> <p>PTA will fund book buying. English Lead will publish info on social media to keep reading current and exciting.</p> <p>Reminders will be sent out to parents in the weekly newsletter about Library Bus visits.</p>	<p>TC</p>	<p>Ongoing</p>
<p>G. PP children attend school regularly and are not persistent absentees (Key Priority 4 on SDP)</p>	<p>Promote physical activity within school to help levels of health and attendance</p> <p>Value attendance and have awards for 100% attendance each term.</p>	<p>If children are here, they are able to learn.</p> <p>Healthy children learn better.</p>	<p>Termly monitoring of attendance figures by HT, action to increase levels of physical activity led by AM (Sports Lead) under Key Priority 4 of SDP</p>	<p>TC AM</p>	<p>Monthly</p>



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Total budget cost					£9,000 (Some PTA funding)
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?
A. B. C. F. Improved outcomes in reading, writing and maths for PP pupils.	Personalised additional TA support in all classes to close the gap. TA support flexible and responsive to ensure interventions are more readily executed at the time of teaching.	As well as reducing the size of morning English and maths groups and increasing the number of possible guided reading groups across the week this strategy will allow for focused intervention groups in the afternoons which will address misconceptions and difficulties from the morning teaching sessions.	Drop-ins Book scrutinies Evaluation of intervention plans at pupil progress meetings termly and their impact on progress and attainment.	TC	Pupil progress meetings termly
F. Reading	Volunteer readers, TAs able to provide individual and guided reading sessions for PP children	When children read daily their reading improves.	Evidence from reading records and diaries Progress will be reviewed at termly meetings	TC	Pupil progress meetings termly
Total budget cost					£18,380
Total budget cost					N/A



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6. January 2018 Interim Review				
Year Group	Number of Children and % PP	On track in Reading, Writing and Maths for expected attainment?	Further Actions Needed:	Cost
R	0			
1	2 chn out of 12 (17% PP)	On track for expected except for one child who is not on track in reading because of needing phonics consolidation.	Teacher time to give phonics support and intervention in addition to normal daily phonic groups and in addition to normal teacher time	£1,989
2	2 chn out of 13 (15% PP)	On track for expected		
3	1 child out of 9 (11% PP)	On track for expected		
4	3 chn out of 14 (21%)	On track for expected		
5	1 child out of 9 (11%)	Child not on track for expected attainment, though making expected progress against starting point	Consider individualised reading programme focusing on phonics	£500
6	7chn out of 13 (54%)	5 children on track for expected in all subject areas 1 child not on track for expected in all subject areas 1 child on track for reading but not for writing or maths	Such a great proportion of this cohort are PP it was decided to use PP money to give class time to single cohort teaching (reduce class size) to spend time on strategies like reciprocal reading and individualised instruction which are all recommended strategies on Teaching and Learning Toolkit	£2,652



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7. Review of expenditure				
Previous Academic Year		2016-17		
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 phonics standards in Y1	Smaller group sizes and opportunities for targeted 1:1 support by ensuring an additional TA in Red Class at all times	Phonics standards above national level in 2017. Y1 Phonics 2015 – 67% 2016 – 80% The two PP pupil in the Y1 cohort achieved the phonics standard.	This strategy has proved successful.	£1350
Improve phonics standards in Y2	Smaller group sizes and opportunities for targeted 1:1 support by ensuring an additional TA in Green for phonic sessions.	Of the two children who did not achieve the phonics standard at the Year 2 retake, one is a child with an Education, Health & Care Plan (EHCP) who has specific learning needs. This child still made good progress from their own baseline (Internal tracking data) and the other had very specific SLCN and is on SEN register. Neither of these are PP children. The PP child in this cohort achieved the phonics standard whilst at Y1.	This strategy has proved successful.	£1350



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Improve reading standards	Smaller group sizes and opportunities for targeted 1:1 support by ensuring an additional TA in Red and Green classes to support Guided an reading	<p>Reading standards at KS2 for 2017 were above national levels for 'expected' and above national for 'greater depth'. All PP children in this cohort achieved the expected standard.</p> <p>At KS1 in 2017 our reading standards were below the national level at 55%, although this cohort of 9 included 4 children who had come into school at a very low baseline level and had made accelerated progress between YR and Y2. The 1 PP child in this cohort attained at greater depth.</p>	This strategy has proved successful	£1350 x 3 classes = £4050
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 reading, writing and maths standards in the PP group.	Targeted support in Green and Yellow class in the pms by TA.	See above – PP children achieved the desired outcomes at KS1 and KS2		£11,457 £5,300
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



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<p>To enable all students to access a wide range of learning experiences</p>	<p>Subsidy for costs of clubs</p>	<p>All students to be able to access the full range of clubs.</p>	<p>Subsidising clubs enabled all those who wanted to, to attend.</p>	<p>£250</p>
	<p>Subsidy for costs of educational visits</p>	<p>School to be able to implement its curriculum plan to the fullest extent by being able to go on planned trips even if voluntary donations were not sufficient.</p>	<p>Subsidising visits provided enhanced learning opportunities that would have otherwise been unobtainable. We consider it vital to the learning experiences of our PP children that a full range of educational visits is available to them as planned for in the curriculum, as these are the types of experiences that they typically do not have access to from home. Consider increasing this subsidy next year.</p>	<p>£500</p>

8. Additional detail

Our Pupil Premium Policy can be accessed on our school website.