



# CHRIST CHURCH CE PRIMARY SCHOOL

## PUPIL PREMIUM STRATEGY STATEMENT

1. Summary information					
School	Christ Church Primary				
Academic Year	2017/18	Total PP budget	£24,760	Date of most recent PP Review	Gov Committee Spring 2017
Total number of pupils	85	Number of pupils eligible for PP	14	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
Key Stage 2 results for summer 2017	Pupils eligible for PP (your school- 2 pupils)	national average of all pupils
% achieving expected standard or above in reading, writing and maths	100%	61%
% achieving expected standard or above in reading	100%	71%
% achieving expected standard or above in writing	100%	76%
% achieving expected standard or above in maths	100%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <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.
F.	Poor fine motor skills causing a barrier to writing.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
G.	Lack of support at home for reading.



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<b>H.</b>	Lower attendance rate than non PP children.
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<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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
<b>C.</b>	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.
<b>D.</b>	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. Curriculum work on a tailored PSHE programme in 2017.
<b>E.</b>	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. More able pupils are able to access gifted and talented provision.
<b>F.</b>	Support PP pupil with additional needs through a form of occupational therapy offsite.	Pupil's fine motor skills improved through specifically targeted provision, thus improving his handwriting and in turn his writing.
<b>G.</b>	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.
<b>H.</b>	PP pupils attend school for 95% of the time and the gap between attendance of PP and non-PP pupils closes rapidly.	PP children are in school so are learning and achieving. Leaders know why PP are absent if they are and can take steps to minimise this with multi-agency approaches where 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?
<b>A.</b> 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>B.</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.	Whole school spelling scheme.	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. Staff are also using 'No Nonsense' Grammar the sister scheme which embeds good sentence structure, punctuation and grammar in learning.	Book scrutinies, planning scrutinies,, baseline and termly spelling testing.	TC	Termly assessment reviews.
<b>B.</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>Continue to embed Talk for Writing strategies.</p> <p>Texts and images for boys' writing, use of outdoor education and visits and visitors</p> <p>No Nonsense grammar scheme</p>	Talk for writing is a proven strategy recommended by the Literacy Strategy for improving writing.	Drop-ins, lesson observations, planning scrutiny, work scrutiny,	TC	Termly assessment reviews.



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<p><b>C.</b> PP pupils close the attainment gap in maths across all year groups in school.</p>	<p>Use of Inspire Maths scheme to support mastery teaching in maths and proven Singapore Maths' methods of concrete, pictorial, abstract approach.</p> <p>High quality CPD on CPA approach accessed by all staff – October 2017 and January 2018</p> <p>Whole school approach to mental maths 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 C,P,A 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>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>Further CPD for all staff</p> <p>Close monitoring by Maths Lead – see SDP.</p> <p>Whole school approach to times table testing, similar to spelling assessment.</p>	<p>LD</p>	<p>Half termly</p>
<p><b>D.</b> 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 Y5-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</p>	<p>TA monitors peer mediators and provides opportunities for feedback and continual training.</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 victim or perpetrator.</p>	<p>EC TC</p>	<p>Half termly</p>
<p><b>D.</b> 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 to be covered in curriculum map.</p> <p>Staff have looked at all resources and created a bespoke PSHE programme which suits the needs of the children in school. They have drawn from PSHE Association material, Respect Yourself and other well-regarded resources.</p>	<p>TC</p>	<p>Termly</p>



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<b>E.</b> Pupils attend educational visits that enhance their learning and motivate them in the core subjects of reading, writing and maths.	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.	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.	Topic grids are shared with parents and pupils so they can look forward to their learning.  A parental consultation and pupil survey in summer 2017 showed how important these areas were for embedding learning and encouraging curiosity.	TC	Termly after visits/visitors survey pupils.
<b>G.</b> Higher rates of progress and attainment in reading, especially in KS2 for those in receipt of PP.	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)  All pupils to use the Library Bus fortnightly.  Library within school has received new non-fiction material.	The reading reward scheme is based on ideas developed by the National Literacy Trust.  When pupils see that reading is valued by the school they will value it also.  Pupil will be encouraged by their teacher's enthusiasm about books.  All pupils will have access to a range of reading material  Reading for pleasure is one of the biggest indicators of future educational success.	Teachers will be enthusiastic about the Reading Rewards Scheme and about reading generally.  PTA will fund book buying. English Lead will publish info on social media to keep reading current and exciting.  Reminders will be sent out to parents in the weekly Friday Letter about Library Bus visits.	TC	Ongoing
<b>Total budget cost</b>					£9,000 ( Some funding provided by the PTA)
<b>ii. 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 implementation?</b>



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<p><b>A. B. C. G.</b> Improved outcomes in reading, writing and maths for PP pupils.</p>	<p>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.</p>	<p>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.</p>	<p>Drop-ins Book scrutinies Evaluation of intervention plans at pupil progress meetings termly and their impact on progress and attainment.</p>	<p>TC</p>	<p>Pupil progress meetings termly</p>
<p><b>F. Attendance</b></p>	<p>See SDP for highly targeted approach on improving physical and mental health of disadvantaged children with the aim of improving attendance.</p>	<p>Children need to be in school to learn. Data shows PP children are currently attending school less than non-PP children so urgent action needs to be taken to close the gap.</p>	<p>Monitoring of attendance data, support of EWO.</p>	<p>TC &amp; AM</p>	<p>Pupil progress meetings termly</p>
<b>Total budget cost</b>					<p>£20,000</p>
<p><b>iii. Other approaches</b></p>					
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?
<p>To enable all students to access a wide range of learning experiences</p>	<p>Subsidy for costs of clubs  Subsidy for costs of educational visits</p>	<p>All students to be able to access the full range of clubs. This is particularly important as promoting health – sporting clubs – will have a positive impact on attendance.</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 clubs &amp; visits enables all those who want to, to attend.</p> <p>Subsidising visits provides 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.</p> <p>AM to monitor club attendance.</p>	<p>TC &amp; AM</p>	<p>Termly</p>



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<b>Total budget cost</b>	£1,000
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### 6. Review of expenditure

<b>Previous Academic Year</b>	<b>2016-17</b>
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#### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP if appropriate	<b>Lessons learned:</b> (and whether you will continue with this approach)	<b>Cost</b>
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 at national level in 2016. Y1 Phonics 2015 – 67% 2016 – 80% 2017 – 93%  PP pupils in this cohort achieved the standard.	This strategy has proved successful.	£1350
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	Reading standards at KS1 for 2017 were below national levels for 'expected' at 55%. However this cohort included 4 children who came into school at very low levels. Our internal tracking showed that although they had not made expected standard, they had made 3 years progress in 2 years of KS1 and so the gap was closing. We had above national levels in reading for 'at greater depth' including a child funded by PP.  KS2 school reading standards were above national levels by 9% for 'expected'. All pupil premium pupils in this cohort (2) achieved the expected standard in reading.	This strategy has proved successful	£1350 x 3 classes = £4050

#### ii. Targeted support



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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 groups in Green & Yellow	Targeted support in Green and Yellow class in the pms by TA.	8/10 pupil premium pupils are on track for the 'expected' standard in reading.  8/10 13 pupil premium pupils are on track for the 'expected' standard in writing.  8/10 pupil premium pupils are on track for the 'expected' standard in maths.	This is successful in terms of 80% expected standard being above national levels at the end of KS2.	£11,457  £5,300
Improve reading, writing, handwriting and maths for 2 PP individuals	Targeted support for a PP child who is more able in maths and just below average in writing	The pupil has made progress in reading and maths but writing progress has fallen behind.  The pupil has mechanical problems with writing which means that it is challenging for him to write at sufficient length. Work scrutinies show that his handwriting is improving which should have a positive effect on his writing standards next year.	This does seem to have had positive effects on the individual's self-esteem and on his mechanical handwriting which should support future improvements in writing in 17-18	£2,150
	Targeted support for a PP child who is a transfer into school and is working more than 2 years below her cohort	The 2 <sup>nd</sup> pupil had anxiety issues which were a barrier to learning and has needed support with this as well as some basic interventions and overlearning.	Pupil has made some progress but there is still concern about underlying learning difficulties and Ed Psych support will be sought.	£2,150
<b>iii. Other approaches</b>				
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
To enable all students to access a wide range of learning experiences	Subsidy for costs of clubs  Subsidy for costs of educational visits	All students to be able to access the full range of clubs. This is particularly important as promoting health – sporting clubs – will have a positive impact on attendance.  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.	Subsidising clubs enabled all those who wanted to, to attend.  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.	£500  £500



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#### 7. Additional detail

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