



CHRIST CHURCH CE PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT

1. Summary information					
School	Christ Church Primary				
Academic Year	2016/17	Total PP budget	£26,960	Date of most recent PP Review	n/a
Total number of pupils	73	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
Key Stage 2 results for summer 2016	<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%	60%
% achieving expected standard or above in reading	100%	71%
% achieving expected standard or above in writing	100%	79%
% 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.
F.	Poor fine motor skills causing a barrier to writing.
External barriers (<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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4. Desired outcomes		
	<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.	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.
G.	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.



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5. Planned expenditure					
Academic year	2016/17				
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.	Pupils will receive extra daily reading with a TA. Daily phonics extra lessons for those who need it. Phonics progress will be checked at pupil progress meetings.	When children read daily their reading improves. Phonics is the national preferred reading strategy.	Pupil progress meetings will review intervention given and progress made. Drop-ins will show that phonics are used as the preferred strategy. Drop-ins will show that books and enjoyment of reading is celebrated.	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.	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.	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.	CPD on Jan 17 PD Day in: Talk for writing strategies Texts and images for boys' writing No Nonsense grammar scheme	Talk for writing is a proven strategy recommended by the Literacy Strategy for improving writing.	Drop-ins, lesson observations, planning scrutiny, work scrutiny,	TC	Spring Term 2.



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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 approach.</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>Regular staff meeting s and review. Teachers sharing their experiences of its implementation. Al full day review and action planning session on the second January 17 PD Day</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>TA to be trained alongside the pupils and support pupils in the implementation of the programme.</p>	<p>EC</p>	<p>Half termly following the training in Sept 16.</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 to be covered in curriculum map.</p> <p>Review resources available to staff and ensure all know what is available: SEAL, Values for Life, Respect Yourself.</p>	<p>TC</p>	<p>Feb 2017</p>
<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 brad so that it can 'hook' everyone.</p>	<p>Topic webs will be shared with parents and pupils so they can look forward to their learning.</p>	<p>TC & KS</p>	<p>Termly after visits/visitors survey pupils.</p>



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<p>G. 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 50 stamps they get a free book. (Funded by the PTA)</p> <p>Book Wizard Scheme: Pupils are sent a book in the post as a surprise by the Book Wizard. (PP children targeted but all given a book over the year)</p> <p>All pupils to use the Library Bus fortnightly.</p>	<p>Both the reading reward scheme and the reading wizard are 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>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 Friday Letter about Library Bus visits.</p>	<p>TC</p>	<p>March 17</p>
Total budget cost					£9,000 (Some funding provided by the PTA)
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?
<p>A. B. C. G. 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>KS</p>	<p>Pupil progress meetings termly</p>



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F. Support PP pupil with additional needs through a form of occupational therapy offsite.	Support pupil to attend another setting to access OT to improve his fine motor skills	This therapy is not available on site.	Therapy is provided by an outside provider.	TC	Termly at progress meetings
G. Reading	Beanstalk volunteer readers	When children read daily their reading improves.	Beanstalk readers are trained and provide books at the interest and reading level of the pupils they work with. Progress will be reviewed at termly meetings	TC	Pupil progress meetings termly
Total budget cost					£24,500
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?
N/A					
Total budget cost					N/A



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6. Review of expenditure				
Previous Academic Year		2015-16		
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	<p>Smaller group sizes and opportunities for targeted 1:1 support by ensuring an additional TA in Red Class at all times</p> <p>Phonics training for all staff by LA Adviser</p>	<p>Phonics standards at national level in 2016.</p> <p>Y1 Phonics 2015 – 67% 2016 – 80%</p> <p>The one PP pupil in the Y1 cohort achieved the phonics standard.</p>	This strategy has proved successful.	£1350
Improve phonics standards in Y2	<p>Smaller group sizes and opportunities for targeted 1:1 support by ensuring an additional TA in Green for phonic sessions.</p> <p>Phonics training for all staff by LA Adviser</p>	<p>Phonics standards for Y2 retakes above national in 2016.</p> <p>School 80% National 67%</p> <p>The one child who did not achieve the phonics standard at the Year 2 retake 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).</p>	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 KS1 for 2016 were at national levels for 'expected' and above national by 3% for 'at greater depth'.</p> <p>There were 3 pupils in the Y2 cohort eligible for PPG. One child achieved 'GDS', one child achieved 'EXS' and one child was 'working towards. This child achieved the standard for the phonics check in 2016.</p> <p>KS2 school reading standards were above national levels by 20% for 'expected' and 10% above the 'higher standard'. All pupil premium pupils in this cohort (2) achieved the expected standard in reading.</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 standards across the school for pupil premium pupils.	Beanstalk reading volunteers programme of 1:1 reading support.	<p>8/12 pupil premium pupils are on track for the 'expected' standard in reading.</p> <p>Teachers report that pupils are more confident to read independently</p>	<p>The cost of Beanstalk is high. They do come with a supply of books to interest the child. We may use other free volunteers in the future.</p> <p>In 2016-17 the cost has been reduced by a charitable grant to £255 for one volunteer reader who will come in 2x per week and hear three readers.</p>	£1280
Decrease anxiety and improve readiness for learning for PP individuals	Play Therapist 1:1 nurture support for individuals	Play therapy anxiety analysis reports that all recipients of play therapy had their anxiety levels reduced as a result of the intervention.	<p>There is insufficient data to say that this has had a direct impact on standards in the short term. Most parents have indicated that they have found this beneficial for their children's anxiety levels.</p> <p>One parent did not see a benefit and requested her two children were withdrawn for the programme.</p> <p>We are unlikely to have the budget to fund this therapy in the future.</p>	£3890



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<p>Improve reading, writing and maths standards in the PP group.</p>	<p>Targeted support in Green and Yellow class in the pms by TA.</p> <p>Teacher release for 1 hour per week in each class for 1:1 support in core subjects for PP pupils across the school</p>	<p>8/13 pupil premium pupils are on track for the 'expected' standard in reading.</p> <p>6/13 13 pupil premium pupils are on track for the 'expected' standard in writing.</p> <p>8/13 pupil premium pupils are on track for the 'expected' standard in maths.</p>		<p>£11,457</p> <p>£5,300</p>
<p>Improve reading, writing, handwriting and maths for a PP individual</p>	<p>Targeted support for a PP child who is more able in maths and just below average in writing</p>	<p>The pupil has made progress in reading and maths but writing has fallen behind.</p> <p>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</p>	<p>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 16-17.</p>	<p>£2,150</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned: (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>To enable all students to access a wide range of learning experiences</p>	<p>Choir for PP pupils and others to provide a breadth of curriculum choice and opportunities to develop individual talents.</p>	<p>Pupils not engaged in the activity as provision was fragmented by the staffing issues.</p>	<p>This was not effective as the teacher provision changed mid-year twice. Pupils were not interested in his provision and it was felt to have had little positive impact.</p>	<p>£884</p>



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To enable all students to access a wide range of learning experiences	Subsidy for costs of clubs	All students to be able to access the full range of clubs.	Subsidising clubs enabled all those who wanted to, to attend.	£250
	Subsidy for costs of educational visits	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 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	£150

7. Additional detail

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