



## CHRIST CHURCH CE PRIMARY SCHOOL

### PUPIL PREMIUM STRATEGY STATEMENT

1. Summary information					
<b>School</b>	Christ Church Primary				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£25,040	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	82	<b>Number of pupils eligible for PP</b>	9	<b>Date for next internal review of this strategy</b>	Jan 2019

2.	3. Current attainment		
<b>Key Stage 2 results</b>	<i>2017 Pupils eligible for PP (our school- 2 pupils)</i>	<i>2018 Pupils eligible for PP (our school – 7 pupils)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	100% (2)	43% (3)	64% (difference of 1.5 pupils)
<b>% achieving expected standard or above in reading</b>	100% (2)	57% (4)	75% (difference of 1 pupil)
<b>% achieving expected standard or above in writing</b>	100% (2)	86% (6)	78% (difference of 1 pupil)
<b>% achieving expected standard or above in maths</b>	100% (2)	71% (5)	76% (difference of 0.5 pupils)

4. 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>	
<b>A.</b>	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>B.</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.
<b>C.</b>	PP pupils have a lower baseline than other pupils for number and calculation.
<b>D.</b>	Emotional issues related to self-esteem for some PP children are having a detrimental effect on their academic progress.
<b>E.</b>	Access to a range of quality educational experiences.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>F.</b>	Lack of support at home for reading for some PP children (not others)



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<b>G.</b>	PP children are over-represented as % of persistent attenders.
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<b>5. 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.
<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.
<b>F.</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. Reading reward scheme helps children build up a home library where reading material at home is limited. PP children can achieve well in spelling.
<b>G.</b>	PP children attend school regularly and are not persistent absentees	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. This was an Ofsted recommendation and Key Priority 4 of our 2017-18 SDP, we achieved the targets set out in that plan for reducing the over-representation of PP children (see evaluation of SDP for exact figures).



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6. Planned expenditure					
Academic year		2018/19			
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.	Teaching staff attending 'The Write Stuff' PD Day in October 2018 which is a focused writing strategy which has been shown to particularly benefit lower attaining pupils.	<p>Collaboration between schools in SDG, especially advice from local 'outstanding' primary school (John Wilkerson in Broseley) who have trailed this approach and found it worked.</p> <p>Jane Considine – Sentence Stacking has been shown to support boys – explicit grammar teaching approach shown to help in research</p>	Book scrutinies, planning discussions, staff meeting and PD time, Drop-ins, lesson observations,	TC	<p>Termly assessment reviews.</p> <p>Learning Walks during Writing sessions</p>



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<p><b>B.</b> 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 for all staff during 2017-18 academic year including TA – LD as Maths Lead will be building on this training for TAs</p> <p>Whole school approach to maths</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><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 Y4-Y6. Peer mediators used to resolve minor playground conflicts.</p> <p>School are taking part in a trial to have a School mental health lead</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>Anna Freud Centre have trailed the use of School mental health leads and have found they improve outcomes for children.</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 victims or perpetrators.</p> <p>LD attending 2 days of Mental Health Lead training in Autumn 2018</p>	<p>EC TC 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>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><b>E.</b> 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 in 2017 and a pupil survey in 2018 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><b>F.</b> 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>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><b>G.</b> PP children attend school regularly and are not persistent absentees</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>Whole school are implementing Daily Mile which has been shown to have good impact on attainment and childhood health</p>	<p>TC AM</p>	<p>Monthly</p>
<b>Total budget cost</b>					<p>£13,469</p>



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<b>ii. Targeted support</b>					
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. C. F.</b> 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
<b>A, B, F Reading</b>	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
<b>A, B, F</b> Improve reading, writing and maths standards in the PP group.	Targeted support in Green and Yellow class in the pms by TA.	See above – as well as TA acting as Reading Champion for an afternoon weekly – particularly targeting KS2 children (PP priority) who are not reading/choosing reading age appropriate material (too easy a level of text)	Evidence from reading records and diaries  Progress will be reviewed at termly meetings	TC	Pupil progress meetings termly
<b>A, B, F</b> Improve reading, writing and maths standards in the PP group	To provide specific equipment to support interventions	Scooter boards purchased on advice from OT to support intervention which specifically supports needs of post-LAC child with fine/gross motor control. Pupil will have improved fine and gross motor skills which will support attainment in writing. Able to include 2 non-PP children in intervention who also have issues with fine and gross motor skills as intervention is best done in a group to provide social goals too.	Progress will be reviewed at termly meetings	TC	Pupil progress meetings termly



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<b>A, B, F</b> Improve reading, writing and maths standards in the PP group.	Additional teacher time to provide support where gaps have been identified	Using gap analysis tools, children's specific learning needs will be addressed (PP priority) with Y6 and Y1 having smaller focus groups using part time staff (known to children) to provide additional time limited support. Particularly in Spring and Summer term leading up to assessments	Termly assessments	TC	Pupil progress meetings termly
<b>A, E, G</b> Pupils have rich curriculum experiences that enable them to widen their vocabulary and feed into improving their academic skills	To enable all students to access a wide range of learning experiences	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. All children get the opportunity to join an after-school club or learn an instrument in whole class lessons, but provide enrichment for those pupils who might otherwise not have the chance for an individual lesson	Subsidy for costs of clubs  Subsidy for costs of educational visits  Providing free/subsidised music lessons All students to be able to access the full range of clubs.	TC  AM does club list scrutiny	Termly
<b>Total budget cost</b>					£7,593

7. September 2018 Baseline				
Year Group	Number of Children and % PP	On track in Reading, Writing and Maths for expected attainment?	Further Actions Needed:	Additional Budget Allocated:
R	1 child out of 10 (10% PP)	No specific concerns raised by transition report from nursery setting – but aware that intervention at this stage to ensure on track is most cost effective and beneficial to child	Teacher/TA time to give phonics support and intervention in addition to normal daily phonic groups and in addition to normal teacher time	£1,989
1	0 chn out of 14 (0% PP)	n/a		
2	2 chn out of 13 (15% PP)	On track for expected		



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3	2 children out of 13 (15% PP)	1 is on track for expected, 1 did not attain expected in reading or writing, so needs additional intervention to close the gap at start of KS2	Teacher/TA time to give group reading and writing support and intervention in addition to normal daily groups and in addition to normal teacher time	£1,989
4	1 child out of 10 (10%)	On track for expected		
5	3 children out of 14 (21%)	On track for expected		
6	0 chn out of 8 (0%)	n/a		

<b>8. Review of expenditure - £24,660</b>				
<b>Previous Academic Year</b>		<b>2017-18</b>		
<b>i. Quality of teaching for all</b>				
<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 above national level in 2018. Y1 Phonics 2015 – 67% 2016 – 80% 2017 – 92% 2018 – 92%  The two PP pupil in the Y1 cohort achieved the phonics standard.	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 in 2016 and 2017 were above national levels for 'expected'. All PP children in the 2017 cohort achieved the expected standard.</p> <p>In 2018 our reading standards were below national average by a difference of 1.5 children.</p> <p>Of the PP children 4 out of 7 attained expected standard (one child had extenuating circumstances which would have brought us near national average). However we realise the need for PP (and all children) to be reading at a higher standard and have made it Key Priority 1 of our SDP. We have also spent staff time looking at evidence (EEF) as to how to make the best of group guided reading sessions.</p> <p>At KS1 in 2018 our reading standards were at/near the national average at 77%. Of the 2 PP chn in this cohort, 1 attained expected and 1 did not.</p>	This strategy is a long term one – for details of its evaluation see our School Development Plan as there are many factors which come into play to ensure that we build on good phonics to ensure that children can read well for vocabulary and meaning. Staff have been looking at 'Closing the Vocabulary Gap' by Alex Quigley which identifies this as a home/school partnership area and specific steps in our SDP build on this approach.	£1350 x 3 classes = £4050
<b>ii. Targeted support</b>				
<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 reading, writing and maths standards in the PP group.	<p>Targeted support in Green and Yellow class in the pms by TA.</p> <p>Use of additional teacher time to provide booster sessions</p>	See above – for analysis of PP children's outcomes at Y1 Phonics, Y2 SATS and Y6 SATS	There was a mixed outcome this year – the % suggest a large gap but as the pupil difference number suggests this was down to 1 or 2 pupils not attaining the expected – and 1 pupil had extenuating circumstances which meant they did not achieve as expected to do. Lessons learned have been discussed with SIA and as this is a public document and has to be (statutory) put on website, it would not be appropriate to put any identifying details here – full case studies are available in school where there were concerns about lack of progress.	<p>£12,457</p> <p>£5,300</p>
<b>iii. Other approaches</b>				



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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
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.	£500
	Providing free/subsidised music lessons	All children get the opportunity to learn an instrument in whole class lessons, but provide enrichment for those pupils who might otherwise not have the chance for an individual lesson	Subsidising music lessons allows PP child gifted with music who is seen as talented, to reach their potential.	£500

#### 9. Additional detail

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