



Christ Church CE VC Primary: Pupil Premium Strategy Statement

2016 - 2017

Principles

- Challenge any prejudice surrounding identification of pupils eligible for PPG.
- Identify (and work towards removing) barriers to future attainment for all children.
- Allocate PPG through a needs-based analysis in order to provide appropriate support for disadvantaged pupils.
- Identify other children who may be disadvantaged but not in receipt of PPG.
- Commit to continuity of provision to support all children.

1. Summary information

School	Christ Church CE VC Primary				
Academic Year	2016/17	Total PP budget	£60 320	Date of most recent PP Review	November 2016
Total number of pupils	421	Total planned expenditure	£88 200	Date for next internal review of this strategy	January 2017
		Number of pupils eligible for PP	52		

Strengths

- Disadvantaged KS2 pupils had an average scaled score equal to or above national score for other pupils in reading.
- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was close to* or above national for other pupils. * within one pupil below national.
- For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to* or above national figures for other pupils.
- EAL (who was disadvantaged) attained 50% at greater depth (National average 19%)
- EAL (who was disadvantaged) attained 100% at expected standard

1. Current attainment				
	<i>Pupils eligible for PP (Christ Church)</i>	<i>All pupils (Christ Church)</i>	<i>Pupils eligible for PP (national)</i>	<i>All pupils (National)</i>
End of Key Sage 2 Results (2016)				
% of pupils achieving age related expectations or above: Reading	83% (5 chn out of 6)	86%	71%	66%
% of pupils achieving age related expectations or above: Writing	67% (4 chn out of 6)	79%	79%	74%
% of pupils achieving age related expectations or above: Maths	83% (5 chn out of 6)	84%	75%	70%
% of pupils achieving age related expectations or above: Reading, writing and maths	67% (4 chn out of 6)	74%	60%	53%
End of Key Sage 1 Results (2016)				
% of pupils achieving age related expectations or above: Reading	50% (1 chd out of 2)	82%	78%	74%
% of pupils achieving age related expectations or above: Writing	50% (1 chd out of 2)	68%	70%	65%
% of pupils achieving age related expectations or above: Maths	50% (1 chd out of 2)	72%	77%	73%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school*)

A.	Some pupils, several of whom are eligible for PP, need to have additional support in maths in order to narrow the gap with their peers.
B.	Across the school, a number of pupils eligible for PP also have SEND or are in need for additional support in order to raise their attainment in phonics and writing.
C.	Learning behaviours (Emotional Literacy etc) of some children, many of whom are eligible for PP, have detrimental effects on their outcomes.
D.	High attaining pupils to maintain progress in line with or above national average from EYFS into KS1 and throughout KS2.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Some families (many eligible for PP) require additional support such as Triple P and/or support to improve attendance/lateness. Additionally, many require a greater level of nurture in order to engage more fully with the school including access to residential excursions.
-----------	---

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap in attainment between those who are falling behind in maths will narrow.	<ul style="list-style-type: none"> In year school tracking points will show a rapid and sustained improvement for targeted children.
B.	Attainment in phonics for those children who require additional support will improve and be more in line with that of their peers. Attainment in writing for those children who require additional support will improve and be more in line with that of their peers.	<ul style="list-style-type: none"> Improved attainment in Year 1 phonics screening test in line with or better than national average. 100% pass rate for Year 2 pupils who didn't pass Year 1 screening test in previous academic year. In year school tracking points will show a rapid and sustained improvement for targeted children.
C.	Children will have improved learning behaviours thus having a positive impact on their outcomes.	<ul style="list-style-type: none"> Supported children will have improved engagement on learning tasks. Outcomes for supported children will improve to be in line with their peers.
D.	High attaining pupils to maintain progress in line with or better than national average from EYFS into KS1 and throughout KS2.	<ul style="list-style-type: none"> Improve percentage of pupils at 'Greater Depth' who were exceeding at EYFS. High attaining pupils in KS1 will continue to make progress in line with or better than national average in KS2.
E.	Families who have children who are eligible for PP and other families the school has identified as vulnerable, will have access to parenting support and will engage more fully with the school and PP children will be able to attend residential excursion.	<ul style="list-style-type: none"> Incidents or persistent lateness will decline. Attendance of the supported children (families) will improve. Families will engage more fully with the school, eg. attendance at parents' evenings, celebration assemblies and curriculum evenings. Children who are in receipt of PP will be able to participate in residential excursion. Improved uptake of music lessons by children who are in receipt of PP.

4. 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 The gap in attainment between those who are falling behind in maths will narrow. D High attaining pupils to maintain good progress from EYFS into KS1 and throughout KS2.	Development and implementation of a 'number skills passport'. Structured, timely 1:1 or small group interventions. Ensure all staff have an understanding of concept development in maths.	Similar approach when used in phonics and grammar was successful. 'Whole-class initiatives and teaching methods need to be understood and supported by all staff.' <i>Making Best Use of Teaching Assistants. EEF 2015</i> Focused practising and testing of key skills has been implemented successfully a times table 'passport'.	In-house staff training for LSAs. Work scrutiny of calculations, concept development and key skills across classes, phases and key stages.	AHT (HR)	Feb. 2017
A The gap in attainment between those who are falling behind in maths will narrow. D High attaining pupils to maintain good progress from EYFS into KS1 and throughout KS2.	Number of LSA hours to allocated on needs basis across the school.	To use LSAs 'to add value to what teachers do' and 'use LSAs to help pupils develop independent skills and manage their own learning.' <i>Making Best Use of Teaching Assistants. EEF 2015</i> Deployment of LSAs will be such that all pupils will have access to high quality first teaching.	Lesson observations, work scrutiny and data analyses.	DHT (CHP) AHT (HR) SENCo(NW)	Termly
B Attainment in phonics for those children who require additional support will improve and be more in line with that of their peers. Attainment in writing for those children who require additional support will improve and be more in line with that of their peers.	Number of LSA hours to allocated on needs basis across the school.	To use LSAs 'to add value to what teachers do' . 'Use TAs to deliver high-quality one-to-one and small group support using structured interventions.' <i>Making Best Use of Teaching Assistants. EEF 2015</i> Children who require additional support will receive 'additional' phonics teaching supplementary to daily phonics/spelling sessions.	Lesson observations, work scrutiny and data analyses.	DHT (CHP) AHT (HR) SENCo(NW)	Termly
Total budgeted cost					£57,700

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 The gap in attainment between those who are falling behind in maths will narrow.	<p>Small group structured intervention led by Senior or specialised LSA</p> <p>Procurement of an evaluated and proven maths intervention.</p> <p>Structured, timely 1:1 or small group interventions.</p>	<p>'Use TAs to deliver high-quality one-to-one and small group support using structured interventions.' <i>Making Best Use of Teaching Assistants. EEF 2015</i></p> <p>Some children need targeted support in order to narrow the gap with their peers.</p>	<p>Identification of pupils who are falling behind or who are at risk of falling behind. Completion of Sandwell test as an initial assessment. Sandwell assessment done on completion of intervention.</p> <p>Lesson observations.</p> <p>Work scrutiny to identify transference into 'everyday' work.</p> <p>Consult local (and national) schools and analyses data claims of interventions to ensure correct procurement.</p>	AHT (HR)	<p>December 2016</p> <p>February 2017</p>
B Attainment in phonics for those children who require additional support will improve and be more in line with that of their peers. Attainment in writing for those children who require additional support will improve and be more in line with that of their peers.	<p>Structured, timely 1:1 or small group interventions. One-to-one structured interventions.</p> <p>'One-to-one' LSA to 're-integrate' child back into the classroom after session.</p>	<p>Targeted children who require additional support, will work with an LSA one-to-one outside of the classroom. Typically, this will be a focused intervention and will last for eight weeks.</p>	<p>Progress will be monitored through transference of skills and initial and final assessments.</p> <p>Progress will be scrutinised by Inclusion Team.</p>	DHT (CHP) AHT (HR) SENCo(NW)	Termly
C Children will have improved learning behaviours thus having a positive impact on their outcomes.	<p>ELSA/Busy Bee sessions to improve learning behaviours for identified children.</p> <p>Structured, timely 1:1 or small group interventions.</p>	<p>Record-keeping and Boxall profiles indicate improved outcomes for children who have been part of ELSA or Bust Bees in previous years.</p>	<p>Progress will be monitored through transference of skills and initial and final assessments.</p> <p>Progress will be scrutinised by Inclusion Team.</p>	DHT (CHP) AHT (HR) SENCo(NW)	Termly
Total budgeted cost					£11 500

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?
E Families who have children who are eligible for PP and other families the school has identified as vulnerable, will have access to parenting support and will engage more fully with the school.	<p>Child and family support worker employed on a part-time basis to support vulnerable families.</p> <p>Admin worker to challenge absences/lateness ASAP after register closes.</p> <p>Informal coffee mornings</p> <p>Parenting classes</p> <p>Curriculum workshops</p> <p>School Attendance Meetings</p> <p>ELSA</p> <p>Signposting</p> <p>CFSW – Triple P</p>	EEF toolkit: '... parental involvement is consistently associated with pupils' success at school..'	<p>Attendance/lateness reviews.</p> <p>Learning lodge reviews.</p> <p>Workshop registers.</p> <p>Parental questionnaires.</p>	<p>AHT (HR)</p> <p>CFSW (SR)</p> <p>Admin assistant (JBW)</p>	Termly
E Families who have children who are eligible for PP and other families the school has identified as vulnerable, will have access to parenting support and will engage more fully with the school and PP children will be able to attend residential excursion.	<p>Financial subsidy to enable children who are in receipt of PPG can access Year 6 Residential, individual music lessons or breakfast club.</p>	EEF toolkit 'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress.'	Improved uptake of individual music lessons by disadvantaged children,	AHT (HR)	Yearly
Total budgeted cost					£19,000