



Christ Church CE VC Primary: Pupil Premium Strategy Statement

2018 - 2019

1. Summary information							
School	Christ Church CE VC Primary						
Academic Year	2018/19	Total PP budget	£58,580			Date of most recent PP Review	October 2018
				2017/18	2018/19		
Total number of pupils	436	Number of pupils eligible for PP (based on Spring census)	Service	14	11	Date for next internal review of this strategy	January 2019
			FSM/E6	31	19		
			AfC	7	6		
			LAC	1	2		

Pupil Premium Statement

This academic year the pupil premium grant is £58,580. Following our review of disadvantaged learners their needs and barriers to learning, the grant has been assigned to the following initiatives and interventions. These will support these pupils by improving progress and outcomes of improving, pupil's attendance and support children and families with their welfare needs.

Summary of needs analysis 2018/2019

- 25% require an intervention for underperformance this includes both below age-related pupils and higher attaining pupils.
- 51% of disadvantaged families require welfare support.
- 20% require an early help intervention
- 5% require enrichment activities.

The funding has been allocated to the following:

1. A proportion of funding for Parental workshops to engage parents in school life and support pupils who are on interventions and with attendance.
2. A proportion of funding for Learning Support Assistants working directly with disadvantaged learners in the classroom.
3. A proportion of funding for Child and family support worker who provides training and support for parents and children.
4. A proportion of funding for Emotional literacy support, Well-being interventions.
5. A proportion of funding for Learning Support Assistants working 1:1 with disadvantaged learner on interventions
6. A proportion of funding with support the purchase of learning resources and intervention program for Mathematics.
7. A small proportion of funding to enhance the curriculum

UNVALIDATED DATA FROM END OF KEY STAGE DATA 2018

	<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 (2018) (UNVALIDATED)	PP is compared to all children nationally and not compared just to PP children nationally.			
% of pupils achieving age related expectations Reading	88%	84%	80%	75%
% of pupils achieving a higher standard in Reading	38%	45.2%	32%	27.5%
% of pupils achieving age related expectations Writing	75%	89%	83%	78%
%of pupils achieving a higher standard in Writing	0	19.4%	24%	19.6%
% of pupils achieving age related expectations Maths	78%	84%	81%	76%
% of pupils achieving a higher standard in Maths	0	16.1%	28%	24%
% of pupils achieving age related expectations Reading, writing and Maths	50%	74.2%	70%	64%
% of pupils achieving higher standard in reading, writing and Maths	0	6%	12%	10%
End of Key Sage 1 Results (2018) (unvalidated)				
% of pupils achieving age related expectations Reading	Currently not available	88.7%	Currently not available	75.5%
% of pupils achieving greater depth in Reading	Currently not available	37.1%	Currently not available	25.6%
% of pupils achieving age related expectations Writing	Currently not available	72.6%	Currently not available	70%
%of pupils achieving greater depth in Writing	Currently not available	30.6%	Currently not available	15.9%
% of pupils achieving age related expectations Maths	Currently not available	80.6%	Currently not available	76.1%
%of pupils achieving greater depth in Maths	Currently not available	27.4%	Currently not available	21.8%
Progress from KS1- KS2				
PP for year 2018 in was 7 children this is an insufficient number of pupils to have reliable data.				
Progress Score for Reading	1.7	1.2	0	0
Progress Score for Writing	-1.88	0	0	0
Progress Score for Maths	-3.5	-1.5	0	0

Barriers to future attainment (for pupils eligible for PP, including higher ability)	
Internal Barriers	
A	Lack of fluency with Maths facts and inability to reason effectively in mathematics
B	Difficulty with social and emotional aspects of learning, self-regulation and social contexts
C	Resilience to change particularly around transition.
D	Limited opportunities for enrichment activities
External Barriers	
E	Parents require regular meetings to support early help strategies including poor attendance
F	Parental engagement with school-based activities

Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Improve children's fluency with Maths facts and their ability to reason, problems solve and communicate mathematically, enabling them to become successful mathematics particularly higher ability children.	Attainment and progress for disadvantaged children will be in line with other children and the national average at the end of KS assessments.
B	Develop personal skills and qualities that will support pupils with emotional aspects of school life, including support in playground situations, self-regulation and raising their aspirations in learning.	All disadvantaged pupils will have the opportunity to take part in an enrichment activity
C	Support pupils on entry to school, whether this is mid-year, start of EYFS or in transition to secondary school	Pupils will settle quickly into their new setting, parent will become familiar with school routines and will be supported by the child and family support worker.
D	Develop opportunities for pupils to attend wider enrichment activities	All disadvantaged pupils will have the opportunity to take part in an enrichment activity
E	Recognise vulnerability early and parent disengagement	Attend regular meetings with inclusion team
F	Improve parental engagement in school-based activities i.e parent workshops, parents consultations,	All parents of PP children will attend at least 1 parents workshop run either by the CFSW or class teachers.

Planned expenditure				
Academic year	2018/19			
The school spends beyond the pupil premium budget to provide support for disadvantaged pupils.				
Funding will be spent on:	What is the evidence and rationale for this choice? <small>(Based on our school statistics)</small>	Chosen Approach	Staff lead	Evaluation
Lack of fluency with Maths facts and ability to reason effectively in mathematics	PP children make less progress than other children 25% require an intervention for underperformance this includes both below age-related pupils and higher attaining pupils. Less PP attain at a higher standard compared to national.	Early morning Maths interventions 1:1 interventions In class Maths interventions which include pre-learning. Homework club- year 6 Use of TT rockstars Use of practical apparatus across the school. Use of models and images to support learning Use of concrete, pictorial, abstract approach to teaching mathematics Use of reasoning across all abilities. Focused Higher attaining Maths groups	DHT and Inclusion	
Extra- Curricular activities	5% of pupils require enrichment activities to enhance their curriculum.	Use of School Radio station Extra-curricular activities Targeted sports activities Residential (y6) Lunchtime sports clubs	Inclusion team	
Parental engagement in school life	51% of disadvantaged require welfare support	Triple P parenting Parental workshops – phonics, Mathematics. SAMS meetings Drop in sessions with CFSW 1:1 sessions with CFSW	CFSW	

Transition	20% of pupils need early intervention as soon as they start at our school	Nurture groups Busy bees ELSA Work with CFSW Work with Inclusion team Well being interventions	Inclusion team and CFSW	
Difficulty with social and emotional aspects of learning, self regulation and social contexts	51% of disadvantaged require welfare support 25% require an intervention for underperformance this includes both below age-related pupils and higher attaining pupils.	ELSA, Lego Therapy Nurture groups Sensory learning Meet and greet Behaviour support	Inclusion team and CFSW	