



Christ Church CE VC Primary: Pupil Premium Strategy Statement

2020 – 2021

1. Summary information

School	Christ Church CE VC Primary									
Academic Year	2020/2021	Total PP budget	£48,965 (£1.583M. 3% budget share)				Date of most recent PP Review		Sept 2020	
					2017/18	2018/19	2019/20	2020/21		
Total number of pupils	428	Number of pupils eligible for PP (based on spring census)		Service	14	11	17	15	Date for next internal review of this strategy	January 2021
				FSM/E6	31	19	23	21		
				AfC	7	6	9	8		
				LAC	1	2	2	1		

Pupil Premium Statement

This academic year the pupil premium grant is £48,965. 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 the pupils by improving progress and outcomes, improve pupil's attendance and support children and families with their welfare needs.

Summary of needs analysis 2019/2020

- 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 (CSFW) who provides training and support for parents and children.
4. A proportion of funding for Emotional Literacy Support (ELSA), 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 will support the purchase of learning resources and intervention program for Mathematics.
7. A small proportion of funding to enhance the curriculum

Due to the COVID-19 lockdown no formal assessments were carried out at the end of the academic year. School remained open for children of keyworkers and those classified as vulnerable. Children in receipt of Pupil Premium fitted into the latter category. Statistically the children in receipt of Pupil Premium made good progress. The school has strong strategies in place. These will continue. The basis for this strategy is based on the historic needs of this cohort. The school ensures that through its tracking system and regular monitoring of SLT/Subject leaders/Phased leaders, pupils in receipt of Pupil Premium receive a higher level of scrutiny.

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	Resistance 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, problem 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 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, parent consultations.	All parents of PP children will attend at least 1 parent workshop run either by the CFSW or class teachers.

Planned expenditure				
Academic year	2020 - 2021			
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? (based on our school statistics)	Chosen Approach	Staff lead	Evaluation
CPD for teachers and LSA’s to ensure they recognise the correct use of mathematical language to support reasoning. The aim is to ensure greater fluency with Maths facts so pupils are able to reason effectively.	PP children make less progress than other children 25% require an intervention for under performance this includes both below age-related pupils and higher attaining pupils. Less PP attain at a higher standard compared to national.	Post teaching sessions 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.	Subject leader and Inclusion	
Extra-Curricular activities when restrictions are lifted.	5% of pupils require enrichment activities to enhance their curriculum.	Use of School Radio station. Extra-curricular activities Targeted sports activities Residential (Year 6) 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	

		Regular parental contact		
Transition	20% of pupils need early intervention as soon as they start at our school	Nurture groups Bust Bees ELSA Work with CFSW Work with Inclusion team Wellbeing 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	