



Christ Church CE VC Primary: Pupil Premium Strategy Statement

2020 – 2021 (including 2019-2020 evaluation)

| 1. Summary information | | | | | | | | | | |
|-------------------------------|-----------------------------|---|-----------------------------|---------|---------|---------|--|---------|---|--------------|
| School | Christ Church CE VC Primary | | | | | | Pupil premium Lead: Neil Baker - Headteacher | | | |
| Academic Year | 2020/2021 | Total PP budget | £48,965 (2.5% 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 September census) | 33 (7.7%) | Service | 14 | 11 | 17 | 12 | Date for next internal review of this strategy | January 2021 |
| | | | | FSM/E6 | 31 | 19 | 23 | 14 | | |
| | | | | AfC | 7 | 6 | 9 | 6 | | |
| | | | | LAC | 1 | 2 | 2 | 1 | | |

Pupil Premium Statement

This academic year the pupil premium grant is £48,965. Following our annual 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 primary needs analysis 2020/2021

- 15% require an intervention for underperformance. This includes both below age-related pupils and higher attaining pupils.
- 61% of disadvantaged families require welfare support.
- 20% require an early help intervention
- 5% require access to 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 learners 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

2019-20 evaluation

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 and in some cases better than those not in receipt of PPG. Pupil progress data is not published because individual children could be identified as the cohorts are too small for statistical comparison. The school has strong successful strategies in place to support children who receive PPG and prides itself on knowing the children (in receipt of the grant) well. *“There is no doubt that you know the pupils well and are justifiably proud of the work of the inclusion to support pupils and families who are considered to be vulnerable.” Ofsted 2018.* These successful strategies will continue.

The basis for 2020-2021 strategy is based on the historic needs of this cohort, the successful strategies previously deployed and a baseline evaluation in Sept 2020. The school ensures that, through its tracking system and regular monitoring by SLT/Subject leaders/Phased leaders, pupils in receipt of Pupil Premium receive a higher level of scrutiny. Named pupils are discussed regularly at Inclusion Meeting to ensure that any identified needs are being met and outcomes monitored.

Summary evaluation 2019-2020

- **Progress in maths** – steady progress in LKS2. Accelerated progress in UKS2. Action - Roll out new scheme of work across the school.
- **Participation** – pupils took advantage of the extra curricular activities. Funding was mainly used to support music lessons.
- **Provision for vulnerable children and families during lockdown** – school remained open and places were offered. 88% take up of places. Regular contact was maintained with the families especially those who didn't take up their place in school. Food parcels were regularly delivered to several families (including over the summer holiday).

Barriers to future attainment (for pupils eligible for PP, including higher ability)

Internal Barriers

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| A | Lack of fluency in reading and associated accuracy in writing. |
| B | Lack of fluency when using Maths facts and the inability to reason effectively in mathematics. |
| C | Difficulty with social and emotional aspects of learning, self-regulation and social contexts. |
| D | Resistance to change particularly around transition. |
| E | Limited opportunities for enrichment activities. |

External Barriers

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|---|---|
| F | Parents require regular meetings to support early help strategies, including poor attendance. |
| G | Parental engagement with school-based activities. |

| Desired Outcomes | | |
|------------------|--|--|
| | Desired outcomes | Success criteria |
| A | Improved fluency in reading and the ability to write with increased accuracy. | Attainment and progress for disadvantaged children will be in line, or above, other children compared nationally. Children in LKS2 continue to use their phonics skills |
| B | Improved fluency with Maths facts - ability to reason, problem solve and communicate mathematically, enabling them to become successful at maths, particularly higher ability children. | Attainment and progress for disadvantaged children will be in line, or above, other children compared nationally. |
| C | 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. | Reported incidents of the need for emotional interventions will decline for the individual. |
| D | 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. |
| E | Develop opportunities for pupils to attend wider enrichment activities and partially support costs if necessary | All disadvantaged pupils will have the opportunity to take part in an enrichment activity. |
| F | Recognise vulnerability early and lessen any parent disengagement. | Using the RAG sheet to regularly evaluate impact and monitor live cases. CFSW will be able to summarise attendance of vulnerable families. |
| G | 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. Engagement will increase as the child progresses through school. |

| 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 |
| <u>Focussed strategy A:</u> CPD for teachers and LSAs to ensure they are able to support a child with their reading. The aim is to ensure greater fluency. The staff will then be deployed to support vulnerable learners. | A high % of children in receipt of PPG need additional support with their reading. Some may not be able to be supported whilst at home. Need to ensure LKS2 teachers continue to use phonics to support reading. | Ensure relevant staff receive training LSAs 1:1 support. Regular opportunities to read to an adult. Ensure a selection of genre is given. | Subject leader Inclusion Team Teachers | |
| <u>Focussed strategy B:</u> CPD for teachers and LSAs 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. Staff will then be deployed to support pre and post teaching interventions. | From the 2019 data 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. Fewer PP children attain at a higher standard when compared nationally. | Post teaching sessions 1:1 Interventions In class Maths interventions which include pre-learning. Homework club – year 6 Use of models and images to support learning. Use of reasoning across all abilities. Focussed higher attaining Maths Groups. | Subject leader Inclusion Team Teachers | |
| <u>Wider Strategy:</u> Extra-Curricular activities when restrictions are lifted. The costs of which could be supported financially. | 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 | |

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| <p><u>Continuous Strategy:</u> Ensure that the Child and Family Support Worker is available to support children and families at the point of need. The CFSW is able to signpost to outside agencies if necessary. ELSA programmes will be funded through the PPG.</p> | <p>Difficulty with social and emotional aspects of learning, self-regulation and social contexts. 85% of disadvantaged (FSM6) require welfare support. 61% PPG require welfare intervention 15% require an intervention for underperformance. This includes both below age-related pupils and higher attaining pupils</p> | <p>ELSA Lego Therapy Nurture groups Sensory learning Meet and greet Behaviour support</p> | <p>Inclusion team and CFSW</p> | |
| <p><u>Continuous Strategy:</u> To ensure key staff are available to support parents at point of transition and ensure engagement with parent workshops. CFSW to monitor engagement</p> | <p>60% of disadvantaged require welfare support.</p> | <p>Triple P parenting Parental workshops – phonics Welcome meetings Curriculum meetings SAMS meetings Drop in sessions with CFSW 1:1 sessions with CFSW Regular parental contact</p> | <p>CFSW SENCo</p> | |
| <p><u>Continuous Strategy:</u> Ensure the Inclusion Team are ready at the start of the year to support families with transition into school. Key personnel will attend parent liaison meetings prior to the start of the academic year. The inclusion team to attend transition meetings when necessary.</p> | <p>20% of pupils need early intervention as soon as they start at our school</p> | <p>Nurture groups Busy Bees ELSA Work with CFSW Work with Inclusion team Wellbeing interventions</p> | <p>Inclusion team CFSW</p> | |