

# Pupil premium strategy statement (primary)

1. Summary information					
School	Christ Church C of E Primary School				
Academic Year	2018/19	Total PP budget	£90,060	Date of most recent PP Review	June 2018
Total number of pupils	179 sch 17 (FS1)	Number of pupils eligible for PP	52	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
<i>Based on 2018 results at the end of Key Stage 2</i>	<u><i>Pupils eligible for PP (school)</i></u> <i>(national average)</i>	<u><i>Pupils not eligible for PP (School)</i></u> <i>(national average)</i>
% achieving expected standard or above in reading, writing & maths (RWM Combined)	70% (51%)	80% (70%)
% achieving expected standard or above in reading	90% (64%)	90% (80%)
% achieving expected standard or above in writing	90% (67%)	90% (83%)
% achieving expected standard or above in maths	70% (64%)	80% (81%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	School Context of Deprivation: Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation indicator (IDACI) is 0.3 (decile 3) and we have an IMD of 3 (score: 32.2). 62% of our pupils live in decile 1-3.
B.	Social Care Needs: Our school has a large number of families supported historically or currently by outside agencies including social care and family support workers. Many of our families need support from school to help them to address their needs and to support their children's learning. Many of our children do not receive frequent parental support with reading, homework and school activities
C.	<b>Attainment on Entry:</b> Sept 2018 - 74% of nursery children entered reception with skills below those typical of children of this age in communication and language, 53% in literacy and 59% in maths. 68% had outside agency involvement, speech and language concerns or required additional support.
D.	<b>SEND:</b> 12% of pupils receiving SEN support against a national average of 14.6%. A further 0% of pupils had an SEN statement or EHC plan against a national average of 2.9%. SEN cohorts vary across classes.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	<b>Attendance:</b> Overall absence is 5.2 (4.4 LA). Disadvantaged 5.9% (5.3% National). 22.4% of Disadvantaged are PA (15.6% national)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve attainment and progress in reading, writing, maths and GPS in Y6 class for pupils eligible for PP, including more able disadvantage pupils. (Our current Y6 class has a 39% FSM6 entitlement Year 6 and 32% Year 6 2017/18).	Pupils eligible for PP in Y6 make rapid progress so that most pupils eligible for PP meet age related expectations by the end of Key Stage 2 and all have made at least good progress from their starting points.
<b>B.</b>	Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. We aim to provide additional enrichment (including residential) in order to broaden curriculum opportunities.	Pupils eligible for PP across the school make rapid progress so that most pupils eligible for PP meet age related expectations at key benchmarks and all have made at least good progress from their starting points.
<b>C.</b>	Continue to ensure that teaching, learning and assessment across the school is at least good and that this is impacting on PP achievement in all classes.	Teaching, learning and assessment across the school will continue to be good overtime, ensuring that most pupils eligible for PP across the school will meet age related expectations and all have made at least good progress from their starting points.
<b>D.</b>	Increase attendance rates for pupils eligible for PP across the school – supported through the use of holiday clubs, breakfast clubs, uniform subsidies and monitoring (as started 17/18).	Overall attendance rates for pupils eligible for PP will improve to in line with national and comparable with other pupil groups.

5. 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?
Improve attainment and progress in reading, writing, maths and GPS in our Y6 class for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 class has a 39% FSM6 entitlement).	Additional support staff available each morning to support teaching and learning in year 6.	To maintain RWM combined to be above national average and to also, potentially, increase the percentage of children receiving Higher score.	Regular book scrutinies.  Teachers performance cycle supports targets for teaching and learning.  Regular moderation of pupils' work in school and externally.  Termly data input and analysis. Termly pupil progress meetings with the Headteacher.	SLT	Termly data and pupil progress meetings
Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. We aim to provide additional enrichment (including residential) in order to broaden curriculum opportunities.	Additional support staff available each morning to all classes at least three times a week.  Enrichment – curriculum Examples - theatre visits, residentials, subsidised trips, transport and Music tuition	KS1 writing was 64% NA -70% aim to increase attainment.  Maths at Ks1 was slightly below National average. 71%  Y1 phonics continue to be at or above national average  Over the year. Chn to make at least 4.5 pts progress – at Summer term '18 – Reading and maths were broadly in line with this. With writing, slightly below.  Enable chn to have wider experiences outside the classroom - a number of children rarely have such opportunities at home.	Regular focused learning walks and drop-ins.  Regular book scrutinies.  Regular moderation of pupils' work in school and externally.  Termly data input and analysis.  Termly pupil progress meetings with the Headteacher.  Feedback from parents  Flexibility within the curriculum to review and introduce different topics.  Questionnaires with parents  Pupil voice	SLT  Subject leads SLT Intervention co-ordinator	Termly pupil progress meetings with Headteacher  Termly data input and analysis  Termly pupil progress meetings with pupils July 2019 final review  Termly through staff meetings.  Subject leads to liaise with staff.

Continue to ensure that teaching, learning and assessment across the school is at least good and that this is impacting on PP achievement in all classes.	<p>Maintain focused leadership and management time to continue to raise standards across the school.</p> <p>CPD training of staff to impact on teaching and learning, for example Maths hob and reading collaborative.</p>	<p>Teaching over time is good as evidenced in pupils' books and the school's assessment information.</p> <p>In 2017-2018, almost all lessons observed were graded good or better.</p> <p>Regular book scrutinies for English and Maths confirm at least good teaching and learning across the school. This is supported by the views of our children during pupil interviews and termly pupil progress meetings.</p> <p>All teachers and teaching assistants have been trained to a high level and implement strategies in a consistent manner. As a result there is a smooth progression in learning for all pupils.</p>	<p>Focused Leadership and Management time for Key Stage Manager to drive standards and impact on teaching and learning across their KS and school.</p> <p>Regular lesson observations on key focus areas.</p> <p>Regular focused learning walks and drop-ins by Headteacher.</p> <p>Regular book scrutinies.</p> <p>Regular moderation of pupils' work in school and externally.</p> <p>External validation of views.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the Headteacher.</p> <p>Targeted CPD linked to individual staff needs and whole school development areas.</p>	<p>All teaching and support staff</p> <p>SLT</p>	<p>Termly monitoring calendar and T&amp;L impact summary</p> <p>Performance Management midterm reviews (March 2017/9)</p>
<b>Total budgeted cost</b>					£50,000

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?
Improve attainment and progress in reading, writing, maths and GPS in our Y6 class for pupils eligible for PP, including more able disadvantaged pupils. (Our current Y6 class has a 39% FSM6 entitlement).	Reading Plus accelerated learning programme.  1 to 1 Maths Intervention  Booster groups  Teaching Assistant support	90% of PP children achieved the expected standard in reading last year. We have used 'Reading Plus' for a couple of years –many children have made gains in comprehension and reading rate of a year in just 10 weeks.  Currently disadvantaged children are exceeding national averages in all areas at KS2.  In Maths, we aim to address the in school gap between non-PP and PP.  We also have a very experienced and outstanding teacher to deliver focuses 1:1 booster in Year 6.	Appointment of focused 1:1 tuition teacher for targeted intervention with specific children.  Regular lesson observations on key focus areas.  Regular focused learning walks and drop-ins by Headteacher.  Regular book scrutinies.  Regular moderation of pupils' work in school and externally. Termly data input and analysis.  Termly pupil progress meetings with the Headteacher.	E Wake  K Bell	Termly pupil progress meetings with Headteacher  Termly data input and analysis
Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils. We aim to provide additional enrichment (including residential) in order to broaden curriculum opportunities.	Teaching Assistant support  First class @ number  Success @ arithmetic  More able workshops  Beanstalk reading scheme	KS1 writing was 64% NA -70% aim to increase attainment.  Maths at Ks1 was slightly below National average. 71%  Y1 phonics continue to be at or above national average  Over the year. Chn to make at least 4.5 pts progress – at Summer term '18 – Reading and maths were broadly in line with this. With writing, slightly below.  Enable chn to have wider experiences outside the classroom - a number of children rarely have such opportunities at home.	Regular lesson observations on key focus areas.  Regular focused learning walks and drop-ins by Headteacher, Key Stage Managers and Subject Leaders.  Regular book scrutinies.  Regular moderation of pupils' work in school and externally.  Intervention tracking and analysis including entry and exit data.  Termly data input and analysis.  Termly pupil progress meetings with the Headteacher.  Termly pupil progress meetings with the class teacher and all pupils individually.	SLT  K Bell	Termly pupil progress meetings with Headteacher  Termly data input and analysis
Total budgeted cost					£30,000

### 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?
Increase attendance rates for pupils eligible for PP across the school – supported through the use of holiday clubs, breakfast clubs, uniform subsidies and monitoring (as started 17/18).	<p>Lead person to support families - K Bell</p> <p>Admin staff to follow up attendance.</p> <p>Financial support for residential trips and uniforms.</p> <p>Targeted enrichment activities e.g. Pantomime, Lions of Zululand.</p> <p>Holiday clubs for KS2</p> <p>Breakfast club for Y6 spring/summer</p>	<p>K Bell assists families with parenting issues. They liaise with other agencies to provide support with social care and housing.</p> <p>We try to ensure all PP children attend a residential in KS2 by providing financial support where needed.</p> <p>Many of our children have limited experiences outside the local area. We aim to provide a wide variety of visits and visitors to school. We aim for this to have an impact on attendance, motivation and experiences to draw upon across the curriculum.</p> <p>Found that socially, issues arise in the holidays and also attainment slips over the long break. To tackle this we aim to provide chn in KS2 with holiday care.</p>	<p>Monitor attendance weekly. Liaise with office/K Bell and provide support where necessary.</p> <p>Transport to residential trips are subsidised by PP. Any additional funding may be may available to families in need.</p> <p>Ensure a wide range of visits and visitors are frequently booked.</p> <p>Liaise with Tyne Met to ensure a broad range of activities are planned. We also monitor attendance in the holiday clubs and meet throughout the year to make staff aware of the needs of the children attending.</p>	SLT K Bell	<p>Weekly check PA</p> <p>Termly</p>
<b>Total budgeted cost</b>					£10,000

6. Review of expenditure				
Financial Year		April 2017– April 2018		
i. Quality of teaching for all				
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
Improve attainment and progress in reading, writing, maths and GPS in our Y6 class for pupils eligible for PP, including more able disadvantaged pupils.	Additional support staff available each morning to support teaching and learning in year 6.	PP pupils out performed PP children national in all areas at KS2. <i>Refer to school data pack.</i>  Lessons observations, book scrutinies and Pupil progress meeting information all demonstrate positive impact upon pupils.	We will be continuing this approach this year due the success from last year. We will now be looking towards raising attainment of chn receiving the higher score.	
Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.	Additional support staff available each morning to all classes at least three times a week.	Progress of PP chn was greater than non-PP over the year. <i>Refer to in school 'Summer progress of groups' summary</i>	Teachers having a greater awareness of pupil premium children – using their own data and taking a 'quality teaching' first approach to intervention. Will continue next year.	
Continue to ensure that teaching, learning and assessment across the school is at least good and that this is impacting on PP achievement in all classes.	Maintain focused leadership and management time to continue to raise standards across the school.  CPD training of staff to impact on teaching and learning, for example Maths hub and reading collaborative.	Both internal and external records recognise that teaching, learning and assessment is good or better throughout the school.	Continue current levels of monitoring. Will work alongside the Diocese and collaborative partners to share best practice and moderate judgements.	

ii. Targeted support				
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
Improve attainment and progress in reading, writing, maths and GPS in our Y6 class for pupils	Reading Plus accelerated learning programme.  1 to 1 Maths	90% of PP children achieved the expected standard in reading last year.  PP pupils out performed PP children national in all areas at KS2. <i>Refer to school data pack.</i>	Will continue with Reading Plus, one to one and small group interventions in Year 6. Some adjustments made for larger cohort.	
Continue to improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP, including more able disadvantaged pupils.	Teaching Assistant support  First class @ number  Success @ arithmetic  More able workshops  Music tuition  Beanstalk reading scheme	Progress of PP chn was greater than non-PP over the year. <i>Refer to in school 'Summer progress of groups' summary</i>	Will continue to provide interventions and opportunities for more able. We have decided not to continue with individual music tuition, however, we have planned for support through the music collaborative for all children.	
iii. Other approaches				
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
Increase attendance rates for pupils eligible for PP across the school.	Family Entrepreneurs to support families in need.  Financial support for residential trips and uniforms.  Targeted enrichment activities e.g. Pantomime, Lions of Zululand.	Limited impact of family entrepreneurs.  Absence is still above local and national averages. Data highlights that PA accounted for a small minority of children who have been working with the local authority and staff to improve their attendance.  Uptake of residentials was high – this will continue this year for children Yrs4-6.	K Bell supports families in school and liaises with social services.  High profile monitoring – we have enlisted support from the local authority and diocese.	£73,000



## 7. Additional detail

Attendance prizes paid for using PP

Pupil Premium Review June 2018