

Christ Church (C of E) Primary School
Pupil Premium Strategy 2019/2020

Summary Information (for 2018/19)						
Total Number of Pupils	Number of pupils receiving PP support	Number of looked after children	Number of service children	Total PP budget for 2018-19	Date of most recent PP Strategy Meeting	Date of next PP Strategy Meeting
503	139	3 (+ 3 PLAC)	0	£183,480	11.07.2019	12.2019

End of Key Stage Data Summary (2018/19)											
KS1 Expected Standard			KS1 Greater Depth Standard			KS2 Expected Standard			KS2 Greater Depth Standard		
National Data All Pupils	Christ Church	Christ Church pupils receiving PP support.	National Data All Pupils	Christ Church	Christ Church pupils receiving PP support.	National Data All Pupils	Christ Church	Christ Church pupils receiving PP support.	National Data All Pupils	Christ Church	Christ Church pupils receiving PP support.
% R	67 % R	64 % R	% R	25 % R	23 % R	% R	63 % R	56 % R	% R	22 % R	24 % R
% W	63 % W	64 % W	% W	3 % W	5 % W	% W	73 % W	68 % W	% W	19 % W	16 % W
% M	72 % M	59 % M	% M	15 % M	0 % M	% M	73 % M	64 % M	% M	31 % M	32 % M

R = Reading W = Writing M = Maths
 National data being collated. TBA.

Barriers to Learning and Identified Gaps	Desired Outcomes
Cultural barriers (eg home circumstances, narrow experience of life, poverty, low aspirations)	Improved motivation to learn and persistence in tasks. Pupils gain wider cultural experiences. In-school support lead to safer outcomes for pupils, improved parent / school partnership.
Practical and personal barriers (eg SEN, learning impairments, mental health issues, transport, location, attendance, access to resources)	Counselling and referrals lead to improved mental health and academic progress. Attendance is improved to at least 95 %. Pupils have the resources they need to support their learning.
Language (eg limited access to language, poor literacy skills, EAL, ability to understand instructions)	Improved communication and literacy skills. Progress is greater than for pupils not eligible for PP in (school) % of achievement is greater than National not eligible for PP
Social and Emotional barriers (eg environment, pupils ability to interact with others - listen, respond, empathise, peer pressure) and manage own emotions.	Pupils are better equipped to communicate their needs and interact with others also leading to improved progress academically.
Gap between Pupil Premium pupils and National not eligible pupils in core subjects in some classes.	Progress is greater than for pupils not eligible for PP in (school) % of achievement is greater than National not eligible for PP
Gap in Greater Depth Standard between Pupil Premium pupils and National not eligible pupils in core subjects in some classes.	Progress is greater than for pupils not eligible for PP in (school) % of achievement is greater than National not eligible for PP

Objectives

1. Reduce the gaps in core subjects as indicated in school data

Success Criteria:

- Progress is greater than for pupils not eligible for PP (in school)
- % of achievement is greater than National not eligible for PP

2. Reduce the gaps in core subjects through interventions.

Success Criteria:

- Progress is greater than for pupils not eligible for PP (in school)
- % of achievement is greater than National not eligible for PP
- Pupils receiving Reading Recovery make x 4 expected progress in Reading
- Pupils receiving Switch On make x 2 expected progress in Reading
- All pupils receiving 3rd Space Learning make expected standard at end of Key Stage 2 or make more than expected progress

3. Reduce the gap in Greater Depth Standard

Success Criteria:

- Progress is greater than for pupils not eligible for PP in (school)
- % of achievement is greater than National not eligible for PP

4. To raise attendance in order to raise achievement

Success Criteria:

- Attendance for PP pupils rises to 95 % + as average
- All pupils with attendance as a barrier have a contract to improve attendance
- All PP pupils can demonstrate rising attendance and achievement

5. To provide wider opportunities and cultural enrichment activities to promote positive attitudes to learning

Success Criteria:

- All disadvantaged pupils are given opportunity to participate in wider opportunities and cultural enrichment activities
- Registers show high uptake of extended school activity by disadvantaged pupils
- Surveys show positive attitudes to school and learning

6. **To provide support for families through SinglePoint community hub.**

Success Criteria:

- Registers show high % of use of facility by families
- Strong home / school links are evidenced by engagement in activities provided by SP
- Pupils make better progress

Objective 1: Reduce the gap in core subjects as indicated in school data

Actions	Rationale	Monitoring	Impact
Continue CPD and monitoring focus on sustained Mastery teaching	Pupils learn, remember and become fluent in key skills and knowledge which underpin the curriculum. They sustain their learning over time rather than only at the point of delivery.	SLT planning scrutinies, lesson observations, book looks, pupil conferencing.	Impact can be seen in teaching in Reception,. Year 2 and Year 6. Additional resources (Checkpoints) to be purchased to develop this further.
CPD - Learning Outside the Classroom (LOTC) Subscribe to Maths of the Day Active Learning	Active learning is more engaging and memorable.	EQ KT planning scrutinies, lesson observations, book looks, pupil conferencing	Monitoring shows that active learning is taking place regularly in Maths. More training needed to ensure consistency of delivery. Practical skills developing well in Early Years.
Continue CPD and monitoring focus on teaching of vocabulary	D of E and other research suggests a very wide gap in vocabulary known	SLT planning scrutinies, lesson observations, book looks	Vocabulary developing well in Early Years. Continued focus needed on embedding and applying across the school.. Evidence of strong improvement not yet seen in reading tests or writing.

CPD and resourcing of Whole Class Reading alongside Wolverhampton reading training and VIPERS questioning.	Pairing disadvantaged pupils with peers with more advantaged peers will impact positively on pupils' vocabulary and use of language. VIPERS questioning and close tracking of attainment focuses on key domains.	SLT planning scrutinies, lesson observations, learning walks, book looks, pupil conferencing	Accelerated progress in reading in classes (about half) where this is becoming embedded.
Introduction of the Phonics Hour in Year R and Year 1 (resourcing, training) from June 2019.	Extending phonics lesson to incorporate daily reading and writing application to reinforce links between phonics and reading and writing and embed key knowledge and skills as foundation for literacy skills.	Weekly monitoring by EQ of delivery of Phonics Hour	An improved structure is now in place, fully resourced, with regular training and monitoring taking place. Higher % pupils have been targeted to pass Y1 screening in 2020 (75%) and 2021 (80 %).
Increase the amount of teaching using mixed ability pairing / groups..	Pairing disadvantaged pupils with peers with more advantaged peers will impact positively on pupils' vocabulary and use of language.	SLT planning scrutinies, lesson observations, learning walks, book looks, pupil conferencing	Accelerated progress in reading in classes (about half) where Whole Class Guided Reading is embedded.
Participation in Wellcomm study and Speech and Language Research via Newman College	Key role of Speech and Language development across the school.	Headteacher, EY lead	Feedback not yet received (control group).
Employment of additional teacher	Impact of quality first teaching is	Data cycle. Progress of these	Accelerated points progress

to provide support in Year 2 and Year 6.	noted as key by National Strategies. Smaller group sizes impacts positively on learning.	groups.	made by (not SEND) pupils in these groups of pupils.
To produce class action plans for Pupil Premium pupils to ensure individual needs are met.	Setting of clear targets that teachers are aware of (recommended as strategy - NCTL Effective pupil premium reviews)	Pupil Progress Meetings. Data.	This has raised awareness of issue pupils need to focus on in reading, writing and maths. These targets now need to be made explicit in planning documents to have greater impact.
Provide systematic clear useful feedback for PP pupils	Improving feedback is one of the top 3 value for money strategies listed by Sutton Trust. Research by EEF show 'feedback' as having high impact on learning (+8 months).	Book trawls. Data cycle.	Where used well, this has impacted positively, accelerating progress for disadvantaged pupils. Needs to improve in some areas of the school.
Pre-learning	Development of subject specific vocabulary	Timetables, learning walks.	Where used well, this has impacted positively, accelerating progress for disadvantaged pupils. Needs to improve in some areas of the school.
Total budgeted cost:			£70,000

Objective 2: Reduce the gap in core subjects through interventions.

Actions	Rationale	Monitoring	Impact
Employment of Speech and Language teacher	Early identification of Speech and Language difficulties, individual support and target setting ensures language difficulties are picked up promptly	Inclusion Manager	Extremely positive impact on pupils' learning across the school. Wellcome assessments completed leading to early identification of pupils with SEN. Working weekly with groups and individuals. Strategies shared with school and parents. To be increased to two days a week from September 2019.
Provision of Reading Recovery teacher led literacy 1 to 1 intervention to hardest to teach pupils.	<p>Research by EEF shows positive impact of established early interventions for reading with 1:1 tuition having moderate to high impact on learning.</p> <p>OFSTED - The Pupil Premium-good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum.</p> <p>Mark Rowland National Education Trust cites Reading Recovery as maximizing access to quality first teaching</p>	<p>External teacher leader monitoring.</p> <p>Internal data analysis / termly pupil progress meetings.</p>	<p>Data shows measurable accelerated progress in reading and writing for selected (approximately 20) pupils. Progress is usually at x 4 the expected age-related rate of progress.</p>

<p>Provision of layered literacy interventions such as, BRP, Switch On</p>	<p>Research by EEF shows positive impact of established early interventions for reading with 1:1 tuition having moderate to high impact on learning. Recent Evaluation of Switch On reading in UK has shown impact of 3-5 months additional progress - EEF Toolkit. Reading Comprehension Strategies have moderate impact (+5 months) for very low cost - EEF toolkit,</p>	<p>Staff complete monitoring and evaluation sheet at start, midpoint and end of intervention. Interventions are regularly monitored by reading lead. Internal data analysis / termly pupil progress meetings.</p>	<p>Data shows measurable accelerated progress in reading and writing for selected (approximately 60) pupils. Progress is usually higher than the anticipated doubled rate of progress.</p>
<p>Year 5 and Year 6 SATs Foundation Programme Maths - Third Space Learning</p>	<p>Research by EEF shows positive impact of established early interventions. Individualized instruction provides moderate impact for low cost.</p>	<p>Weekly analysis - Third Space. Internal data analysis / termly pupil progress meetings.</p>	<p>1/1 Year 6 children passed SAT. 7/9 Year 5 pupils made expected or accelerated progress. APP 6.2 for Year 5 group.</p>
<p>Provision of other Maths Interventions such as Sandwell Maths, Talking Maths, Enable</p>	<p>Research by EEF shows positive impact of established early interventions and small group learning.</p>	<p>Staff complete monitoring and evaluation sheet at start, midpoint and end of intervention. Interventions are regularly monitored by reading lead. Internal data analysis / termly pupil progress meetings.</p>	<p>Data shows measurable accelerated progress in the areas the individual progress needed additional support with.</p>
<p>Total budgeted cost:</p>			<p>£70,000</p>

Objective 3: Reduce the gap in Greater Depth Standard especially in reading and writing.

Actions	Rationale	Monitoring	Impact
Additional teacher led provision for more able reading / writing Year 2 and Year 6.	Sutton Trust research shows that disadvantaged but bright pupils fall behind at school - funding where appropriate should provide stretching activities for able disadvantaged pupils.	Timetables. Learning Walks. Data.	See end of Key Stage analysis-numbers / percentages.
To produce class action plans for Pupil Premium pupils to ensure needs of more able pupils are met.	Sutton Trust research shows that disadvantaged but bright pupils fall behind at school - funding where appropriate should provide stretching activities for able disadvantaged pupils.	Class Action Plans Notes from Pupil Progress Meetings	See end of Key Stage analysis-numbers / percentages.
Total budgeted cost:			£20,000

Objective 4: To raise attendance in order to raise achievement

Actions	Rationale	Monitoring	Impact
Employment of an Attendance Officer	Crucial link between attendance and achievement noted in OFSTED - Dedicated officer is able to offer and signpost support.	Attendance data is reviewed - Arbor	Several referrals have been made to Attendance and Prosecution. Ever 6 attendance is 94.4% Attendance for all pupils is currently: 95.8% (June 2019)

Engagement of Attendance Service -Instill Excellence	Outside agency employed with capacity to conduct unlimited number of home visits.	Attendance data is reviewed - Arbor	Ever 6 attendance is 94.4% Attendance for all pupils is currently: 95.8% (June 2019)
Provide subsidized or free breakfast club for families in need.	Children need to have eaten breakfast to enable them to concentrate during morning lessons. Children need to be in school to make progress.	Attendance data is reviewed - Arbor Registers of attendance are checked to ensure take up.	Pupils are alert and ready to learn. Attendance of targeted pupils has significantly improved.
Total budgeted cost:			4'500

Objective 5: To provide wider opportunities and cultural enrichment activities to promote positive attitudes to learning.

Actions	Rationale	Monitoring	Impact
Mathletics and Reading Eggs morning club	Extending school time provides low impact (+2 months) for moderate cost - EEF toolkit	Registers Pupil evaluations.	Pupils are able to track their progress over time and see the benefit of regular practice of basic skills.
Daily after school clubs including sports, art, craft, phonics, reading, writing, maths.	Extending school time provides low impact (+2 months) for moderate cost - EEF toolkit	Registers / Pupils conferencing	Good uptake in sports clubs. Progress seen in KS1 and Y6 eg preparation for SATs leading to better marks.
Year 6 holiday club.	Extending school time provides low impact (+2 months) for moderate cost - EEF toolkit	Registers	Impact seen for 6 pupils in Y6 - preparation for SATs leading to better marks.

Subsidizing class trips	OFSTED promotes learning outside the classroom for its academic and social benefits. Provision of a richer more engaging curriculum and better understanding of subsequent class teaching. Cultural enrichment broadens horizons Mark Rowland National Education Trust. Improve attitudes to learning.	Letters to parents Evolve Registers	Pupils have experienced enrichment opportunities and gained better understanding of subsequent class teaching.
Learning challenges are being enriched through visits, visitors, community links.	As above.	Planning Evolve Events diary	Increase in pupils' cultural capital.
Subsidizing residentials	Provision of a richer more engaging curriculum, wider opportunities Social inclusion / cohesion	Letters to parents Evolve Registers	Pupils have experienced enrichment activity with their peers. More disadvantaged pupils than non-disadvantaged have taken part. Improved social skills.
Total budgeted cost:			17,000

Objective 6: To provide support for families through SinglePoint community hub.

Actions	Rationale	Monitoring	Impact
Contribution to Singlepoint	Hub plays a vital part in in	Referrals	Vulnerable families, often

<p>community hub accessing benefits including breakfast club, after school club, holiday club, family support workers, counselling for pupils and family members, hardship funds, parenting (Changes) and other courses.</p>	<p>engaging difficult to reach families and helps to promote stronger home / school links (recommended as strategy - NCTL Effective pupil premium reviews) including Pupil Premium take-up and attendance.</p>	<p>Register Independent Evaluation</p>	<p>disadvantaged, are supported with behaviour, learning and family issues. For full independent evaluation of impact, see Wider Impact Consultancy - SinglePoint Plus Project. "Project Indicator targets exceeded." "Impressive progress made by those pupils whose parents are being supported by the Project). Pupils make better progress once they have received emotional support (data tracking).</p>
Total budgeted cost:			15,000

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