



Pupil Premium Strategy Statement 2016-2017

Christ Church C.E. Primary School

1. Summary information for Ever6 pupils					
Academic year: 2015/16	Total PP budget Ever6 : £145,310	Number of pupils on roll 236 (inc Nursery)	Number of pupils eligible for PP (ever6) 120	Date of most recent PP review March 2017	Date of next internal review of the strategy July 2017
2. Current attainment					
Pupils making the expected standard in Reading		Y6 Class = 88% (Scaled Score 106.9) FSM = 88% (Scaled Score 106.6) Non FSM = 100% (Scaled Score 107.4) National Average = 66% and 102.6			
Pupils making the expected standard in Writing		Y6 Class = 96% FSM = 94% Non FSM = 100% National Average = 74%			
Pupils making the expected standard in Maths		Y6 Class = 92% (Scaled Score 105.8) FSM = 88% (Scaled Score 105.2) Non FSM = 100% (Scaled Score 106.9) National Average = 70% and 103			
Progress for FSM6 Group (B'ham Av in brackets) *National data unavailable at time of writing		Reading 7.4 (-1.6) Writing 4.3 (-1.2) Maths 5.1 (-0.9)			
Current gaps after Autumn data submitted, compared with Autumn 2015:					
Cohort leaves	Autumn 2015	Autumn 2016	Spring 2017		
2022		Maths 16% PP above Reading 16% PP above Writing 3% PP above	Maths 19% PP above Non Reading 19% PP above Non Writing 7% PP above Non		



Pupil Premium Strategy Statement 2016-2017

Christ Church C.E. Primary School

2021	M 23% R 23% W 12%	Maths 13% Reading +13% PP above non PP Writing +33% PP above non PP	Maths 33% Reading 12% Writing 2% PP above Non
2020	M 3% R 10% W 6%	Maths 10% Reading 5% Writing 1%	Maths 10% Reading 23% Writing 23%
2019	M 23% R 16% W 30%	Maths 2% Reading 8% Writing 8%	Maths 3% Reading 20% Writing 13%
2018	M 18% R 18% W 17%	Maths 9% Reading 17% Writing 11%	Maths 1% Reading 6% Writing 11%
2017	M 50% R 33% W 33%	Maths 45% Reading 50% Writing 25%	Maths 33% Reading 26% Writing 26%

3. Barriers to future attainment (for pupils for PP)

- An increase in the current demographic has shown that approximately 20% more FSM6 Pupils are SEND, this is particularly severe in our current Year 6 cohort
- Data shows a gap between pupils in school and the Birmingham average in Key Stage 2 when achieving a high score, or greater level of development. This is also reflected in KS1 data
- In EYFS data, those in receipt of Pupil Premium are weakest in Literacy, Mathematics and Knowledge and Understanding of the World. This will impact on our current Year 1 cohort.
- Having surveyed staff in KS1 and 2, a consistent theme of creativity, development of vocabulary and independence are common barriers, especially with higher attaining pupil premium children.

Our class teachers prepare and manage 'Vulnerable Pupil Action Plans' which detail the barriers for individual pupils. The needs of these pupils and their interventions are discussed and planned at termly pupil progress meetings.



Pupil Premium Strategy Statement 2016-2017

Christ Church C.E. Primary School

4. External Barriers	
Staff have identified, especially in year 3, that at times parental engagement could be improved, with particular reference to reading homework.	
For many families English is an additional language and as a result, they find helping with school work at home difficult.	
5. Outcomes	
Desired outcomes	Success Criteria
<ul style="list-style-type: none"> Increasing the proportion of PP children who achieve a greater level of depth in Reading, Writing and Maths, especially in Year 2 and 6 All children to make at least expected progress in English and Maths 	<p>Moderation and monitoring identifies greater depth in selected pupil's work Staff have a deep pedagogical knowledge as to how to develop and deepen children's learning KS1 and KS2 outcomes close the gap with Birmingham and national averages. Ensure staff have the subject knowledge to teach English and Maths effectively</p>
<ul style="list-style-type: none"> SEND FSM6 pupils make accelerated progress towards the attainment of their non SEND peers 	<p>VPAPs show a personalised provision for those not yet performing on track. SENCO accesses extra pupil premium funding to help close gap Work and evidence of the targeted children reflects national expectations and this is evident in pupil progress and moderation meetings.</p>
<ul style="list-style-type: none"> Children in KS1 and 2 have a wider vocabulary and range of experiences Enrich pupil experiences to impact on quality of English, Maths and problem solving 	<p>PP children have a rich exposure to high level vocabulary and high quality enriching experiences Following exposure to vocab and experiences, staff follow up to ensure it has an impact on children's work</p>
<ul style="list-style-type: none"> Improvement of phonics provision across Early Years and Key Stage 1 	
<ul style="list-style-type: none"> Develop language in Early Years through provision of quality resources and staffing 	
<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> 	
<ul style="list-style-type: none"> 	
6. Planned Expenditure	
Academic Year: 2016/17	
Action Plan	



Pupil Premium Strategy Statement 2016-2017

Christ Church C.E. Primary School

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?
QUALITY OF TEACHING FOR ALL					
<p>Increasing the proportion of PP children who achieve a greater level of depth in Reading, Writing and Maths, especially in Year 2 and 6</p> <p>All children to make at least expected progress in English and Maths</p>	<p>Quality first teaching, with high staffing ratio.</p> <p>Staff and teachers held to account</p> <p>Outcome formulates major element of Performance Management Targets for teachers</p> <p>Whole school work on feedback and marking as well as collaborative learning</p> <p>Lit co-ordinator is leading Reading Comprehension strategies across school</p>	<p>Our current management of extra staffing has led to outstanding outcomes for FSM6 pupils.</p> <p>EEF toolkit states that tuition can add an extra 4-5 months progress</p> <p>Work on collaboration and marking and feedback has the potential to enhance progress by 8-10 months</p>	<p>Pupil progress meetings will ensure the progress of pupils is forensically measured and those not performing are provided with intervention</p>	DHT	Termly
<p>Improvement of phonics provision across Early Years and Key Stage 1</p>	<p>Monitoring of staff delivering phonics.</p> <p>Streamed phonics across KS1 and</p>	<p>Our phonics screening outcomes have been historically high, however the national average has closed the gap on our results. Our phonics co-ordinator needs to</p>	<p>Phonics is monitored by the phonics co-ordinator.</p>	Phonics Co-ord	Termly



Pupil Premium Strategy Statement 2016-2017

Christ Church C.E. Primary School

	<p>EYFS in afternoons</p> <p>Phonics co-ordinator to model best practice where underperformance identified</p> <p>Any additional resources are provided where necessary</p>	<p>ensure that our phonics outcomes also increases.</p> <p>High quality phonics can boost progress by 4 months</p>			
				TOTAL BUDGETED COST	Unknown until total PP figure released to us in March 2017
TARGETED SUPPORT					
<p>SEND FSM6 pupils make accelerated progress towards the attainment of their non SEND peers</p>	<p>SENCO liaises with TAs and class teachers to ensure that extra support is required in line with requirements on their vulnerable pupil action plan</p> <p>Where additional resources can be purchased and can show impact, they will be provided</p> <p>Continue CPD for TAs and teachers</p>	<p>Appropriately planned intervention in small groups and one to one can show increased progress of 5+ months</p>	<p>Pupil progress meetings and monitoring</p>	<p>SENCO</p>	<p>Termly</p>



Pupil Premium Strategy Statement 2016-2017

Christ Church C.E. Primary School

	to provide SEN with activities that meet their needs				
Support targeted individuals and to provide guidance for parents and staff.	Behaviour Mentor	No children in summer term 16 were placed on behaviour report. Approximately 50% of his case load no longer require mentoring This indicates the impact of this strategy and the value of continuing	BECO to review mentor action plan and records	BECO	Ongoing
TOTAL BUDGETED COST					Unknown until total PP figure released to us in March 2017
OTHER APPROACHES					
Develop language in Early Years through provision of quality resources	Investment of resources to develop a language rich environment, both in early years and across school	Our high outcomes for EYFS are supported by language development opportunities, especially considering how many pupils are EAL	Learning walks	EYFS lead	Ongoing standards manager monitoring
Children in KS1 and 2 have a wider vocabulary and range of experiences Enrich pupil experiences to impact on quality of English, Maths and problem solving	Enrichment activities such as visitors and visits are subsidised Resources that support language acquisition are purchased. CPD is provided to help ensure investment has a tangible impact in pupil written work.	The children require experiences and comprehension abilities in order to reason in Maths and write extended pieces in English	Learning walks, book scrutiny	DHT/ core co-ordinators	Termly



Pupil Premium Strategy Statement 2016-2017

Christ Church C.E. Primary School

To improve attendance and punctuality To improve concentration in morning lessons	Breakfast Club	Previously our attendance has been held at around 96%. Without breakfast club, some vulnerable families would attend less well.	Office Manager and HT analyse attendance figures and act swiftly to engage with poor attendees.	Office Manager	Ongoing
TOTAL BUDGETED COST					Unknown until total PP figure released to us in March 2017
7. Review of expenditure –					
Previous academic year 2015/16					
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost	
QUALITY OF TEACHING FOR ALL					
Provide quality experiences for children to enrich their learning, improve confidence and expand vocabulary and knowledge	Educational visit/visitor subsidies including theatre groups and workshops	Improvement in children's knowledge and engagement with all areas of the curriculum was seen in observations	It is always important to ensure that impact for these experiences appears in ongoing written work.	£6000	
TARGETED SUPPORT					
For children to achieve the national expectation in English and Maths	Tuition groups for target children in Year 6 for English and Maths – 10 sessions per term times 3 teachers	Targeted children achieved the required standard in their tuition subject	There is still a need to further develop the PP children's reasoning strategies as well as some of their comprehension and vocabulary.	£28.06 per hour 102 sessions between 4 paid teachers =2862.12	
To maximise the percentage of high scores achieved. To provide challenge for higher ability pupils	Gifted and Talented group in Year 6 daily for Literacy, Numeracy and Reading	Results in all subjects significantly above national average	The need to broaden the children's understanding, away from thinking about accelerating to 'Level 6' type work	£26575	



Pupil Premium Strategy Statement 2016-2017 Christ Church C.E. Primary School

Support targeted individuals and to provide guidance for parents and staff.	Behaviour Mentor	No children in summer term were placed on behaviour report. Approximately 50% of his case load no longer require mentoring	Instead of managing symptomatic behaviour issues, we are now tackling the root cause of many issues that arise. This is often mental health.	£20200
OTHER APPROACHES				
To improve attainment and achievement through the provision of quality resources to support and scaffold learning	Purchase of resources to support EY, Maths and English teaching (phonics, reading etc)	Lesson observations show resources being used to effectively support learning	It is very important to ensure feedback from adults promote the use of these resources to guarantee tangible outcomes.	£6806
To improve attendance and punctuality To improve concentration in morning lessons	Breakfast Club	Attendance across school 96%	Activities have become more interactive as breakfast club has developed.	Salaries £5196 Food £1065
8. Additional detail to inform the review of expenditure				
A Pupil Premium Expenditure Report for the Governing Body is also available.				

Spring Term Strategy Statement Review

- Based on Spring term data (see below), we see an improving picture for pupil premium outcomes in Years 1, 5 and 6. In other Year groups, the data will be discussed in depth at pupil progress meetings and a remedial plan established.

Cohort leaves	Autumn 2015	Autumn 2016	Spring 2017
2022		Maths 16% PP above Reading 16% PP above Writing 3% PP above	Maths 19% PP above Non Reading 19% PP above Non Writing 7% PP above Non



Pupil Premium Strategy Statement 2016-2017

Christ Church C.E. Primary School

2021	M 23% R 23% W 12%	Maths 13% Reading +13% PP above non PP Writing +33% PP above non PP	Maths 33% Reading 12% Writing 2% PP above Non
2020	M 3% R 10% W 6%	Maths 10% Reading 5% Writing 1%	Maths 10% Reading 23% Writing 23%
2019	M 23% R 16% W 30%	Maths 1% Reading 10% Writing 11%	Maths 8% Reading 18% Writing 11%
2018	M 18% R 18% W 17%	Maths 9% Reading 17% Writing 11%	Maths 1% Reading 6% Writing 11%
2017	M 50% R 33% W 33%	Maths 45% Reading 50% Writing 25%	Maths 33% Reading 26% Writing 26%

- In order to increase number of children achieving greater depth and the expected standard, extra staffing via two Teaching Assistants have been allocated to Year 2. The extra funding for these staff members has come from Pupil Premium. Outcomes will be scrutinised in Pupil Progress Meetings and Strategy Meetings, with their deployment mapped out on Vulnerable Pupil Action Plans.
- Behaviour mentor has been deployed to support child in Year 1, which allows other adults to focus on vulnerable groups within class.
- Standards Manager monitoring included provision for the more able, and a book scrutiny and inset which focussed on the performance of higher ability pupil premium children. The findings of this monitoring are kept in the monitoring file. Monitoring established progress in English and Maths in all year groups. The same children will be revisited in the summer term to ensure progress and next steps have been met.
- CPD on pitch and questioning in order to deepen the learning experience has been carried out in inset and CPD time, in line with the 'Building Further Capacity' action plan.