



Pupil Premium Strategy Statement 2017-2018

Christ Church C.E. Primary School

| 1. Summary information for Ever6 pupils | | | | | |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------|
| Academic year: 2016/17 | Total PP budget Ever6 (2016-2017) : £139,810 Approx 2017-2018 allocation is £140,000 | Number of pupils on roll 226 (inc Nursery) | Number of pupils eligible for PP (ever6) 75 | Date of most recent PP review September 2018 | Date of next internal review of the strategy n/a |
| 2. Current attainment | | | | | |
| | | Summer 2017 | Summer 2018 | | |
| Pupils making the expected standard in Reading | | Y6 Class = 82% (Scaled Score 105.3) FSM = 73% (Scaled Score 104.8) Non FSM = 92% (Scaled Score 105.7) National Average = 72% and 104 | Y6 Class = 96% (SS 109) FSM = 91% (SS 108) Non FSM = 100% (SS 109) National Av = 75% | | |
| Pupils making the expected standard in Writing | | Y6 Class = 96% FSM = 93% Non FSM = 100% National Average = 76% | Y6 Class = 96% FSM = 91% Non FSM = 100% National Av = 78% | | |
| Pupils making the expected standard in Maths | | Y6 Class = 93% (Scaled Score 108.3) FSM = 88% (Scaled Score 105.2) Non FSM = 100% (Scaled Score 109) National Average = 75% and 104 | Y6 Class = 93% (SS 109) FSM = 82% (SS 107) Non FSM = 100% (SS 110) Nation Av = 76% | | |
| Progress for FSM6 Group (B'ham Av in brackets) *National data unavailable at time of writing | | Reading 6.0 (-1.5) Writing 7.5 (-1.0) Maths 7.5 (-0.7) | Reading 4.2 (-0.7) Writing 2.3 (-0.6) Maths 3.0 (-0.4) | | |



Pupil Premium Strategy Statement 2017-2018

Christ Church C.E. Primary School

Gaps following Autumn and Spring Data collections are as follows, and were heavily influenced by pupil mobility in the Autumn term – principally a large new family arrived with little or no English, a large proportion of the PP group. The family have been supported in their English acquisition. Across the Spring term, we see improvements in the PP gap in key target Year groups.

| | Nursery | | | Reception | | | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | | Year 5 | | |
|-----|---------|-----|-----|-----------|-----|------|--------|-----|-----|--------|-----|-----|--------|------|------|--------|------|------|--------|------|------|
| | Aut | Spr | Sum | Aut | Spr | Sum | Aut | Spr | Sum | Aut | Spr | Sum | Aut | Spr | Sum | Aut | Spr | Sum | Aut | Spr | Sum |
| No. | 6 | | | 7 | | | 7 | | | 8 | | | 11 | | | 9 | | | 15 | | |
| M | 40% | 8% | 20% | 47% | 1% | -3% | 5% | 29% | 25% | 0% | 8% | 19% | -20% | -15% | -16% | -41% | -11% | -20% | -22% | -15% | -20% |
| R | 46% | 7% | 13% | 47% | 7% | -15% | -22% | -4% | 13% | 0% | 3% | 13% | -22% | -17% | -27% | -46% | -25% | -4% | -28% | -14% | -13% |
| W | 26% | 30% | 23% | 9.5% | 2% | -11% | -26% | 29% | 17% | 2.5% | 1% | 4% | -2.9% | 7% | 2% | -30% | 7% | -20% | -28% | -21% | -20% |

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

- Historically at Christ Church, pupils with PP have had to make gains in order to meet the national expectations. The pupils now in all year groups have a different prior attainment. The challenge is no longer ensuring that just the national expectation is achieved alone, but an ever higher greater depth expectation also exists.
- The transition between KS1 and 2, has historically provided a challenge for PP children, from which the children recover by the end of KS2.
- An increasing number of Pupil Premium pupils are newly arrived with very little English.
- In 2017 EYFS data, those in receipt of Pupil Premium are weakest in Mathematics. 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.

4. External Barriers



Pupil Premium Strategy Statement 2017-2018

Christ Church C.E. Primary School

Staff have identified, 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"> End of Key Stage FFT Aspire Pupil Premium predictions are met for Pupil Premium children, especially at Greater Depth. All children to make at least expected progress in English and Maths Identified children make accelerated progress in Year 3 | 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 Pupil Progress meetings identify underperformance and appropriate remedial strategies. |
| <ul style="list-style-type: none"> SEND FSM6 pupils make accelerated progress towards the attainment of their non SEND peers | 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. |
| <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 | 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 |
| <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 | |

6. Planned Expenditure

Academic Year: 2017/18

Action Plan

| 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? |
|-----------------|-------------------------|----------------------------------------------------|---------------------------------------------|------------|--------------------------------------|
| | | | | | |



Pupil Premium Strategy Statement 2017-2018

Christ Church C.E. Primary School

| QUALITY OF TEACHING FOR ALL | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------|
| <p style="background-color: #90EE90; padding: 2px;">End of Key Stage FFT Aspire Pupil Premium predictions are met for Pupil Premium children.</p> <p style="background-color: #FFFF00; padding: 2px;">All children to make at least expected progress in English and Maths</p> <p style="background-color: #FFFF00; padding: 2px;">Selected children make accelerated progress in Year 3</p> | <p>Quality first teaching, with high staffing ratio.</p> <p>Allocate extra adults in key areas of school to ensure attainment outcomes</p> <p>Staff and teachers held to account</p> <p>Outcomes formulate major element of Performance Management Targets for teachers</p> <p>Whole school work on feedback and marking</p> <p>Lit co-ordinator is leading Reading review 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> | <p>DHT</p> | <p>Termly</p> |
| TOTAL BUDGETED COST | | | | | <p>Unknown until total PP figure released to us in March 2018</p> |



Pupil Premium Strategy Statement 2017-2018

Christ Church C.E. Primary School

| 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>SENCO can describe progress of SEN PP children, compared to non SEN PP children.</p> <p>Where additional resources can be purchased and can show impact, they will be provided</p> <p>Continue CPD for TAs and teachers to provide SEN with activities that meet their needs</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>SLT monitor SENCO via strategy meetings.</p> | <p>SENCO</p> | <p>Termly</p> |
| <p>Support targeted individuals and to provide guidance for parents and staff.</p> | <p>Behaviour Mentor</p> | <p>EEF research suggests that behaviour interventions can add an extra 3 months of progress</p> | <p>BECO to review mentor action plan and records</p> | <p>BECO</p> | <p>Ongoing</p> |
| TOTAL BUDGETED COST | | | | | <p>Unknown until total PP figure released to us in March 2018</p> |



Pupil Premium Strategy Statement 2017-2018 Christ Church C.E. Primary School

| 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 | 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 |
| To improve attendance and punctuality To improve concentration in morning lessons | Breakfast Club | 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 2018 |
| 7. Review of expenditure – | | | | | |
| Previous academic Year 2016/17 | | | | | |
| Desired outcome | Chosen action/approach | Estimated impact | Lessons learned | Cost | |
| QUALITY OF TEACHING FOR ALL | | | | | |



Pupil Premium Strategy Statement 2017-2018 Christ Church C.E. Primary School

| | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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>Improvement of phonics provision across Early Years and Key Stage 1</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 Monitoring of staff delivering phonics.</p> <p>Streamed phonics across KS1 and 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>PP chn in Y6 closed gap on national 'other' group in Reading, Writing and Maths.</p> <p>89% of Pupil Premium children passed the Year 1 phonics screening test.</p> <p>In Key Stage 1, disadvantaged pupils performed as well as disadvantaged children in Birmingham. In English, in Birmingham, PP children broadly closed the gap on the non PP group.</p> | <p>When deploying extra staff, consider how the lead teacher is monitored when administering their deployment.</p> | <p>Staffing - £137,000 (inc booster teacher, TAs (inc Y2), Learning Mentor support), Breakfast Club Staff)</p> <p>Resources - £6402</p> <p>Services - £7961 (Speech and language support, reading interventions, online IT systems,</p> <p>Enrichment - £4260 (Breakfast Club, Educational Visits and visitors to school)</p> <p>Training - £860 (Services For Education)</p> |
| TARGETED SUPPORT | | | | |
| <p>SEND FSM6 pupils make accelerated progress towards the attainment of</p> | <p>SENCO liaises with TAs and class teachers to ensure that extra support is required in</p> | <p>In unvalidated figures in KS2, all except one SEND child was Pupil Premium. The</p> | <p>Learn successes of interventions in upper key stage two and relate these</p> | <p>Staffing - £137,000 (inc booster teacher, TAs (inc Y2), Learning Mentor</p> |



Pupil Premium Strategy Statement 2017-2018 Christ Church C.E. Primary School

| | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| their non SEND peers | <p>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 to provide SEN with activities that meet their needs</p> | progress of SEND pupils at the end of KS2 was outstanding with figures of 9.2 for Reading, 13.1 for Writing and 12.4 for Maths. | successes to the rest of the school. | <p>support), Breakfast Club Staff)</p> <p>Resources - £6402</p> <p>Services - £7961 (Speech and language support, reading interventions, Online IT systems,</p> <p>Enrichment - £4260 (Breakfast Club, Educational Visits and visitors to school)</p> |
| Support targeted individuals and to provide guidance for parents and staff. | Behaviour Mentor | Our behaviour remains outstanding within school, with mentor support to achieve learning behaviours within class which in turn have resulted in outstanding outcomes for pupils. | - | Training - £860 (Services For Education) |
| 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 | 100% of disadvantaged pupils achieve 'expected' in Communication and language, compared to 88% of other pupils. | - | Staffing - £137,000 (inc booster teacher, TAs (inc Y2), Learning Mentor support), Breakfast Club Staff) |
| <p>Children in KS1 and 2 have a wider vocabulary and range of experiences</p> <p>Enrich pupil experiences to impact on quality of English, Maths and problem solving</p> | <p>Enrichment activities such as visitors and visits are subsidised</p> <p>Resources that support language acquisition are purchased.</p> | Significant increases in greater depth grades in KS1 and KS2, showing a deeper awareness from pupils. | - | <p>Resources - £6402</p> <p>Services - £7961 (Speech and language support, reading interventions, Online IT systems,</p> |



Pupil Premium Strategy Statement 2017-2018

Christ Church C.E. Primary School

| | | | | |
|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------|---|-----------------------------------------------------------------------------------|
| | CPD is provided to help ensure investment has a tangible impact in pupil written work. | | | Enrichment - £4260 (Breakfast Club, Educational Visits and visitors to school) |
| To improve attendance and punctuality To improve concentration in morning lessons | Breakfast Club | Our attendance is above the national average. | - | Training - £860 (Services For Education) |
| 8. Additional detail to inform the review of expenditure | | | | |
| n/a | | | | |