



## Pupil Premium Strategy Statement 2018-2019

### Christ Church C.E. Primary School

1. Summary information for Ever6 pupils					
Academic year: 2017/18	Total PP budget Ever6 (2017-2018) : £159,581 (inc carry forward of £37,261 from 2016/17)	Number of pupils on roll 226 (inc Nursery)	Number of pupils eligible for PP (ever6) 92	Date of most recent PP review Autumn 2019	Date of next internal review of the strategy New 3yr strategy
2. Current attainment					
		Summer 2018		Summer 2019 (unvalidated)	
Pupils making the expected standard in Reading		Y6 Class = 96% (SS 109) FSM = 91% (SS 108) Non FSM = 100% (SS 109) National Av = 75%		Y6 Class = 81% (SS 107) FSM = 79% (SS 105) Non FSM = 83% (SS 109) National Av = 73%	
Pupils making the expected standard in Writing		Y6 Class = 96% FSM = 91% Non FSM = 100% National Av = 78%		Y6 Class = 84% FSM = 84.2% Non FSM = 83.3% National Av = 79%	
Pupils making the expected standard in Maths		Y6 Class = 93% (SS 109) FSM = 82% (SS 107) Non FSM = 100% (SS 110) Nation Av = 76%		Y6 Class = 84% (SS 112) FSM = 84.2% (SS 110) Non FSM = 83.3% (SS 113.4) Nation Av = 79%	
Progress for FSM6 Group (B'ham Av in brackets) *National data unavailable at time of writing		Reading 4.2 (-0.7) Writing 2.3 (-0.6) Maths 3.0 (-0.4)		Reading -1.3 (-0.6) Writing -0.6 (-0.6) Maths 3.5 (-0.3)	



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Gaps from end of last academic year are as follows:

	Rec	Y1	Y2	Y3	Y4	Y5	Y6
M	20%	-3%	25%	19%	-16%	-20%	-20%
R	13%	-15%	13%	13%	-27%	-4%	-13%
W	23%	-11%	17%	4%	2%	-20%	-20%

Below is a table of gaps from the end of the Autumn term:

	Nursery	Rec	Y1	Y2	Y3	Y4	Y5	Y6
M	-4%	4%	+3%	-2%	+4%	-25%	-34%	-31%
R	+6%	+26%	-25%	-10%	+4%	-40%	-30%	-17%
W	-8%	+17%	-7%	+6%	+9%	-25%	-30%	-24%

Below is a table of gaps from the Spring term:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Maths	-5%	-5%	-7%	0%	1%	-30%	-26%	-11%
Reading	6%	18%	-32%	4%	-9%	-40%	-26%	-11%
Writing	19%	14%	-15%	0%	-9%	-40%	-17%	-11%



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Below is a table of gaps from the Summer Term:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Maths	21.00%	14.00%	7.93%	3.33%	-6.70%	22.01%	16.74%	20.42%
Reading	28.57%	-13.63%	19.04%	-0.83%	11.48%	36.36%	16.74%	13.75%
Writing	21.42%	-27.27%	19.04%	-0.83%	11.48%	27.27%	16.74%	14.17%

#### 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.
- Boys underperform girls in KS1 and EYFS and catch girls up and overtake them in Y6.
- Maintaining standards with fewer staff.

*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

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"> <li>• End of Key Stage FFT Aspire Pupil Premium predictions are met for Pupil Premium children, especially at Greater Depth.</li> </ul>	Moderation and monitoring identifies greater depth in selected pupil's work



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<ul style="list-style-type: none"> <li>All children to make at least expected progress in English and Maths</li> <li>Identified children, especially boys, make accelerated progress in Year 3</li> </ul>	<p>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.            The gap between the attainment of boys and girls is reduced.</p>				
<ul style="list-style-type: none"> <li>SEND FSM6 pupils make accelerated progress towards the attainment of their non SEND peers</li> </ul>	<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 <u>pupil progress and moderation meetings</u>.</p>				
<ul style="list-style-type: none"> <li>Children in KS1 and 2 have a wider vocabulary and range of experiences</li> <li>Enrich pupil experiences to impact on quality of English, Maths and problem solving</li> </ul>	<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>				
<b>6. Planned Expenditure</b>					
Academic Year: 2018/19					
<b>Action Plan</b>					
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?
<b>QUALITY OF TEACHING FOR ALL</b>					
End of Key Stage FFT Aspire Pupil Premium predictions are met for Pupil Premium children.	Quality first teaching, with high staffing ratio.  Staff and teachers held to account	Our current management of extra staffing has led to outstanding outcomes for FSM6 pupils.  EEF toolkit states that tuition can add an extra 4-5 months progress	Pupil progress meetings will ensure the progress of pupils is forensically measured and those not performing are provided with intervention	DHT	Termly



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<p>All children to make at least expected progress in English and Maths</p> <p>Selected children make accelerated progress in Year 3, especially boys</p>	<p>Outcomes formulate major element of Performance Management Targets for teachers</p> <p>Whole school work review of feedback and marking</p> <p>CPD on gender progress</p>	<p>Work on collaboration and marking and feedback has the potential to enhance progress by 8-10 months</p>			
<b>TOTAL BUDGETED COST</b>					<p>Unknown until total PP figure released to us in March 2019</p>
<b>TARGETED SUPPORT</b>					
<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,</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>



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	<p>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>				
<b>TOTAL BUDGETED COST</b>					Unknown until total PP figure released to us in March 2019
<b>OTHER APPROACHES</b>					
<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>Resources that support language acquisition are purchased.</p> <p>CPD is provided to help ensure investment has a tangible impact in pupil written work.</p>	<p>The children require experiences and comprehension abilities in order to reason in Maths and write extended pieces in English</p>	<p>Learning walks, book scrutiny</p>	<p>DHT/ core co-ordinators</p>	<p>Termly</p>
<p>To improve attendance and punctuality</p> <p>To improve concentration in morning lessons</p>	<p>Breakfast Club</p>	<p>Without breakfast club, some vulnerable families would attend less well.</p>	<p>Office Manager and HT analyse attendance figures and act swiftly to engage with poor attendees.</p>	<p>Office Manager</p>	<p>Ongoing</p>



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<b>TOTAL BUDGETED COST</b>				Unknown until total PP figure released to us in March 2019
<b>7. Review of expenditure –</b>				
<b>Previous academic Year 2017/18</b>				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
<b>QUALITY OF TEACHING FOR ALL</b>				
<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>Streamed phonics across KS1 and EYFS in afternoons, SLT involved</p> <p>Phonics co-ordinator to model best practice where underperformance identified</p>	<p>PP chn in Y6 closed gap on national 'other' group in Reading, Writing and Maths.</p> <p>83% of Pupil Premium children passed the Year 1 phonics screening test. There is no gap with non PP</p> <p>In Key Stage 1, disadvantaged pupils performed better than non disadvantaged and outstrip the Birmingham average</p> <p>Phonics outcomes now in line with national picture with no PP gap in school.</p>	<p>Use SLT to support phonics. Use of strategy meetings crucial to support teaching and target setting</p>	<p>Staffing - £110,827 (inc booster teacher, TAs (inc Y2), Learning Mentor support), Breakfast Club Staff)</p> <p>Resources - £6017</p> <p>Services - £5471 (Speech and language support, reading interventions, online IT systems,</p> <p>Enrichment - £3046 (Breakfast Club, Educational Visits and visitors to school)</p> <p>Training - £360 (Services For Education)</p>



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	Any additional resources are provided where necessary			
<b>TARGETED SUPPORT</b>				
SEND FSM6 pupils make accelerated progress towards the attainment of their non SEND peers	<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 to provide SEN with activities that meet their needs</p>	<p>The progress of SEND pupils at the end of KS2 was 4.7 for Reading, 4.5 for Writing and 2.9 for Maths. The child with an EHCP plan was PP and made outstanding progress. For SEND support only one of the three pupils on PP got EXS in Maths, whereas two got EXS in Writing. All achieved in Reading.</p> <p>No SEND pupils achieved EXS in KS1</p>	<p>Learn successes of interventions in upper key stage two and relate these successes to the rest of the school especially KS1.</p>	<p>Staffing - £110,827 (inc booster teacher, TAs (inc Y2), Learning Mentor support), Breakfast Club Staff)</p> <p>Resources - £6017</p> <p>Services - £5471 (Speech and language support, reading interventions, online IT systems,</p> <p>Enrichment - £3046 (Breakfast Club, Educational Visits and visitors to school)</p> <p>Training - £360 (Services For Education)</p>
<b>OTHER APPROACHES</b>				
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 86% of other pupils.	-	Staffing - £110,827 (inc booster teacher, TAs (inc Y2), Learning Mentor support), Breakfast Club Staff)
Children in KS1 and 2 have a wider vocabulary and range of experiences	Enrichment activities such as visitors and visits are subsidised	Significant increases in greater depth grades in KS1 and KS2, showing a deeper awareness from pupils.	-	Resources - £6017



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<p>Enrich pupil experiences to impact on quality of English, Maths and problem solving</p>	<p>Resources that support language acquisition are purchased.</p> <p>CPD is provided to help ensure investment has a tangible impact in pupil written work.</p>			<p>Services - £5471 (Speech and language support, reading interventions, online IT systems,</p> <p>Enrichment - £3046 (Breakfast Club, Educational Visits and visitors to school)</p>
<p>To improve attendance and punctuality To improve concentration in morning lessons</p>	<p>Breakfast Club</p>	<p>Our attendance is above the national average.</p>	<p>-</p>	<p>Training - £360 (Services For Education)</p>
<p><b>8. Additional detail to inform the review of expenditure</b></p>				
<p>n/a</p>				
<p> </p>				