



Christ Church C of E Primary School

PUPIL PREMIUM STRATEGY 2019 -20

1. Summary information			
Academic Year	2019/20	Total Pupil Premium Grant	£118,380
Total number of pupils	189	Number of pupils eligible for Pupil Premium Grant	82 (43%)
Review date	Autumn 2020		

We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Persistent absence
- Low self-esteem/resilience
- Low parental engagement from parents of those children eligible for pupil premium
- Lack of cultural capital

In addition to the above based on Analysing School Performance we need to address the following in regard to pupils in receipt of Pupil Premium:

- Support year 6 and 2 to achieve results that are in line or above national and RBG
- Narrow the gap between the attainment of disadvantage and non-disadvantage
- Narrow the gap between the attainment of boys and girls
- Parental engagement – Particularly in their child’s academic education
- Developing children’s wider experiences outside the classroom
- Improve the quality of writing across the school
- Develop children’s mathematical skills – Pupils to become confident at reasoning and explaining in mathematics
- Develop children’s reading comprehension skills through the Beanstalk Reading Support Programme

	Current attainment and progress – July 2019			Progress PP	Non-PP
	All pupils	Pupils eligible for PP	Pupils not eligible for PP		
% achieving expected standard in reading (KS2)	75%	73%	78%	-0.1	-0.3
% achieving expected standard in writing (KS2)	90%	82%	100%	0.6	3.1
% achieving expected standard in maths (KS2)	85%	73%	100%	2.1	1.3
% achieving expected standard in GPS (KS2)	95%	91%	100%		

Average test scaled score in reading (KS2)	105	103	108	
Average test scaled score in maths (KS2)	108	111	106	
Average test scaled score in GPS (KS2)	111	108	114	
% achieving expected standard in reading (KS1)	84%	70%	93%	
% achieving expected standard in writing (KS1)	80%	70%	87%	
% achieving expected standard in maths (KS1)	76%	70%	100%	
% achieving GLD (EYFS)	82%	81%	80%	

Desired Outcome	Action/Approach/Project	How will we ensure it is implemented well?	Staff lead		Evaluation of impact
To enable pupils to develop positive break times and lunch break times by giving PP pupils the opportunity to lead structured active play sessions.	<p>Develop our play leader programme further by support PP children who find taking a lead in running active play sessions for younger pupils challenging for the duration of break times and lunch times.</p> <p>To help develop PP pupils ability to communicate their ideas and instructions with growing confidence and clarity of how instructions are given for PP pupils with social communication needs.</p> <p>HSLW to continue working 1:1 with some pupils to support them in forming strategies to cope with challenging situations at break times and lunchtimes</p> <p>Adapt the role of the coach who supports the play leader to work with PP pupils with their communication Train Year 4 and Year 3 pupils to be play leaders and run games activities during lunchtime break.</p> <p>Further train lunchtime supervisors to help run games and lunchtime activities</p> <p>Continue and develop the nurture club sessions during lunch time to focus on pupils becoming more resilient and</p>	<p>School staff will be expected to take on new strategies to support PP pupils with behavioural needs or pupils who find leading playtime activities challenging due to social communication needs.</p> <p>Success will be measured by the drop-in number of incidences of poor or aggressive behaviour during break time and lunch times. Pupils demonstrate increased confidence, self-esteem and resilience to lead playtime activities and help to avoid unacceptable or aggressive behaviour, Lunchtimes will be a success for these pupils as they will be learning new skills and developing their leadership, communication and cooperative playing and working skills.</p>	S Reid A Ermellino B Lamont P Fowler	£16,155	<p>This year (up to March) pupils have been helping to develop the Play Leaders role and Lunch play rota. We now include all pupils on a rota for each class from Year 2 to Year 6. The meal time supervisors have been very happy with the play leader support and have said that it has helped to make lunchtimes more enjoyable and there has been a noticeable drop in the amount of behaviour issues they have to deal with. SLT have regular, meetings to discuss lunchtimes and updates on behaviour and how the playleader scheme is developing outcomes are discussed with SLT, to ensure measures are actioned to improve lunch playtimes. More staff feel valued and involved in the development of lunch playtimes. Playground zones and Thinking Areas are clearly defined.</p> <p>Timetables of structured games for the MUGA The only main issue we have had is that there are a few pupils who were not so keen to be playleaders but once we supplied them with special stickers they could give out to the children who played well or behaved well they were much happier to take part as play leaders. We have used much of the funding to pay for a coach to come to the school and help train</p>

					up the play leaders and run sports activities as part the lunch playtime activities. This has been very effective as it also enabled us to ensure our pupils were getting active during the lunch break. It has also helped calm down lunchtime as most arguments and fights were caused during football games. Unfortunately due to the Covid Lockdown and new Covid risk assessment we have had to postpone the use of playleaders until lunchtime return back to pre Covid school day.
<p>To ensure that all new teachers are trained with LTE and LTM are confident to deliver LTE/LTM lessons To ensure that the majority of PP children in all year groups make accelerated progress in order to achieve at least 'expected' level with a higher percentage 'exceeding' in reading, writing and maths.</p>	<p>Let's Think Training for teachers for Science. Continue to develop wider staff knowledge of Let's Think English and Maths. SLT working with Year 4 and Year 5 booster support groups to further narrow the gap between PP and Non-PP pupils achieving the expected standard and exceeding the expected standard.</p> <p>Booster groups for greater depth maths year 2 starting spring 1. Maths resources to support teaching for greater depth. Revision booklets for pupils to take home</p>	<p>To use a different style of teaching to improves the range of strategies that staff have to teach the core subjects. Attending training, observations, staff meetings and pupil outcomes will demonstrate the impact of Let's Think over a two-year period. Pupils reading with Beanstalk readers will make at least expected progress for their appropriate age group</p> <p>The gap PP between and non-PP pupils for progress and attainment will decrease – pupil progress meetings will demonstrate this.</p> <p>There will be an increase in the percentage of PP pupils scoring expected or greater depth scores by the end of the year tests for each year group</p>	<p>Co-Exec HTs S Reid A Ermellino L McCullough</p>	<p>£14,912</p>	<p>Let's Think English and Maths training has been undertaken over the last two years with the maths leader, English leader and Campus leader running Lets Think model lessons to various teachers. Once the school is back after the Covid 19 closure the Maths/English and Campus leaders will continue to model more LTE/LTM lessons for new members of staff. The focus will now be on developing confidence throughout all the teaching staff to teach at least 1 weekly LTE/LTM lesson in their own class to further accelerate progress in English and Maths through thye development of pupils thinking skills. The Campus Leader, Federation Deputy Head, SAHT and AHT-Year 6 teacher have been running v arious booster sessions, both before school, during the school day and after school sessions in reading, Writing and Maths. This has also included a TA (Year 6 TA) and LSA/TA supporting focus groups of pupils that have been highlighted as needing to accelerate progress inorder to attain the expected standard by the end of Year 6.</p>

<p>Support Year 6 PP pupils to ensure that they make good or better progress from KS1 to end of KS2 in the core subjects. Continue working on closing the gap between PP and pupils in Year 6</p>	<p>The school want to ensure that current gaps in progress between PP and Non-PP disappear. Interventions – SLT taking Reading, writing and Maths booster groups 45 minutes before school 2x weekly, SLT taking greater depth maths group 2x a week SLT to run morning booster maths group for LA group starter Autumn term 2019</p> <p>Additional booster groups to start in Spring 1 2020 Provision for revision guides for all year 6 to support with maths reading and SPAG</p>	<p>Focus on PP progress at pupil progress meetings and this will also be improved by practitioners reviewing and reflecting on T&L strategies on a termly basis. Monitor using tracking sheets and gap analysis of assessments whether any gaps between attainment of PP pupils is closing in comparison of attainment of Non PP pupils.</p>	<p>S Reid A Ermellino</p>	<p>£26,909</p>	<p>S Reid, L Gibbs and A Ermellino (SLT) ran regular booster sessions, both after school and before school, working with different ability groups. These sessions have supported the vast majority of our PP pupils as they were focussed on gaps analyses and the CT's ongoing formative assessments of each child.</p>
<p>Extend the use of community garden and the garden area beside the Reception classroom for pupils to include Enrichment Time sessions</p>	<p>Develop timetabled class sessions to visit the Community Garden for lesson times to extend PP pupils out door learning opportunities supported by two parents trained in the teaching of horticulture and botany. Extend CPD in our community garden by enabling new Teachers to have the opportunity to watch specialist teachers leading outdoor learning. Extend Enrichment Time enabling all pupils to benefit from using it for learning and enrichment To train one member of support staff and one teacher to be forest school trained</p>	<p>1 teachers and a member of the support staff trained and FS happening on a regularly basis. The impact will be seen in the EYFS GLD scores. During FS sessions pupils in KS1and KS2 will have developed their self-confidence, mental well-being and developed their STEM learning skills.</p> <p>Class teachers using the outdoor space to enhance learning which will have a positive impact on progress and attainment shown in pupil progress meetings</p>	<p>V Beswick S Reid A Ermellino</p>	<p>£8,243</p>	<p>Mrs Beswick has been in the school running science/botany/art sessions for pp pupils in all classes. The lessons have been very successful and pupils have been given the opportunity to plant, grow and cook their own vegetables, extending their learning in Science (Plants, habitats and living organisms) and DT (cooking), as well as extending their life skills.</p>
<p>To continue widening pupils cultural capital through extending their experiences through trips and school journeys in Year 6 and 4</p>	<p>Support all PP pupils to enable them to participate in school journey in Years 4 and 6 with Rock UK Support all PP pupils in enhancing their learning experiences through attending school trips at least once a half term.</p> <p>CHICKS- continue to provide mini outdoor learning breaks for students to experience the great outdoors in areas of natural beauty.</p> <p>Clubs run by staff and external providers</p> <p>Gain the Arts Mark award, extending PP pupils cultural capital through a wide range of cultural and art based experiences.</p> <p>Extend the range of after school clubs beyond sports clubs to include clubs enhancing learning in the Arts and STEM subjects.</p>	<p>All PP pupils will attend SJ.</p> <p>All PP pupils will be able to attend a concert or theatre trip at a concert hall or major theatre – All pupils attended</p> <p>Some Yr 5 pupils will be able to attend an outdoor farm experience break.</p> <p>More able PP pupils (75% of those attending) will participate the Brilliant Club University classes and graduation</p> <p>Opportunities for creative learning experiences regarding the Arts will take place at least once a half term.</p> <p>The school to develop a Creative Hub on the school site which will enable classes to extend their music and arts provision</p>	<p>S Reid S Ringmo</p> <p>B Lamont</p> <p>S Reid A Ermellino K</p> <p>S Reid A Ermellino</p>	<p>£5,859</p>	<p>Year 6 PP pupils participated in a very successful School Journey to Rock UK in Northampton. All the Year 6 pupil premium children took part in the school journey and participated in a wide range of activities. The experiences at Rock UK really enhanced their learning and challenge them to 'push the boundaries' and develop their confidence in meeting challenges head on, building up their self confidence and emotional confidence. All the PP pupils also had the opportunity to develop their team building skills and 3 of the Year 6 PP pupils began to really build up their ability to interact with different groups of pupils and share their ideas and feelings.</p>

<p>To Develop the effectiveness of the Beanstalk Reading Support Programme</p>	<p>Support the beanstalk readers in developing how they support all PP pupils so that they develop their comprehension skills as well as their decoding skills through using various resources and games.</p> <p>Beanstalk readers to support pupils who do not have adult support at home for reading.</p> <p>To develop a record/assessment programme to measure the effectiveness and impact of the Beanstalk reading programme on PP pupils reading progress each term.</p>	<p>Ensure all PP pupils receive equal access to beanstalk readers and high quality reading resources each week.</p> <p>Ensure each PP pupils in the Beanstalk Reading Support Programme is being given challenging reading texts and resources to ensure progress.</p> <p>Use the recording/assessment programme to ensure the programme is working effectively to enable PP pupils in the Beanstalk Reading Support Programme to make at least good progress in their comprehension of reading texts.</p> <p>To ensure the gap between PP and Non PP pupils progress in reading is being closing and aim for it to be eliminated by the end of Year 6.</p>	<p>A Ermellino Beanstalk Readers</p>	<p>£1,855</p>	<p>This year we had 3 volunteer beanstalk readers who worked with selected children who needed extra 1 to 1 support, either to strength their decoding/comprehension skills or to extend their comprehension skills. The readers came into school 2x per day. They have been very effective in supporting the pupils in extending their confidence in talking about books and their views about the characterisation or setting of the books they have read.. We are in the process of developing an assessment process to assess the progress children have made during their reading sessions with the beanstalk readers, but unfortunately due to Covid we have not been able to implement the assessment.</p>
<p>Engage parents to support initiatives to improve attendance amongst PP pupils from 95.8% to 97%.</p> <p>Parents will feel supported by school in times of hardship and stress by a range of adults</p> <p>Parental Engagement Initiatives</p>	<p>Deliver a wide range of attendance strategies to encourage maximum participation in school life and learning inc. Individual and whole school attendance prize Subsidise breakfast club places for Pupil Premium children who are regularly late to school -</p> <p>Wider range of exciting activities, trips, and use of outside agencies to help develop exciting and motivational teaching and learning further for pupils reluctant to attend school</p> <p>HSLW calls parents of absent children daily, meet with Attendance Advisor and support families on Fast track</p> <p>Home school link worker to support parents in a range of activities. Accessing benefits; back to work; secondary school applications; understanding school life and curriculum</p> <p>Counselling sessions for vulnerable pupils and parents – y identify and supply support</p> <p>Home school Link worker – Supporting parents and families</p>	<p>Parents and children will recognise and understand the importance of maintaining a good attendance record, supported by our Home School Link Worker. They will be motivated to come to school because of the range of activities that take place during and after the school day -</p> <p>HSLW will report to Campus Leader each half term regarding parent support that has been given and how it can be increased</p> <p>HSLW to sign post parents to appropriate places for support -</p>	<p>B Lamont D Hubbuck</p>	<p>£44,447</p>	<p>Brenda (our school link worker) has been working effectively with Carolyn. During the lockdown we supported our parents in a number of ways. Firstly all our 'vulnerable families' were offered places to attend school at our Peninsula campus which included full lessons taught by our teachers working with various groups. We also ran Easter Break School sessions in coloboration with Simply Play which was also supported by ateachers and a member of the leadership team. To further support our vulnerable families we worked with the Magic Breakfast and Christ Church community to supply food parcels for our families that needed support. This was on top of the food vouchers that were also supplied. The families that received the support were extremely grateful and told us that</p>

	<p>Parent workshops run by teaching staff – phonics, reading, writing, maths, etc.</p> <p>Parents invited to Celebration Collective Worship, CC's Got Talent Shows and Class Collective Worships during each term.</p> <p>Parents to support Subject Focus days such as Maths Week, Healthy Schools' Week, etc.</p>	<p>Workshops will be run by staff and after each one, the number of attendees will be analysed and then marketing strategies put in place to encourage more parents</p>			<p>it really did help in times of difficulty. We are now looking into how to extend this support through the new term as times are still difficult for our vulnerable families.</p> <p>Workshops will start again in the Autumn term 2. Due to the Covid lockdown only Miss Graham's workshop was run.</p>
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