



Christ Church C of E Primary School

PUPIL PREMIUM STRATEGY 2017-18

1. Summary information			
Academic Year	2017/18	Total Pupil Premium Grant	£127,620
Total number of pupils	186	Number of pupils eligible for Pupil Premium Grant	90
Review date	November 2018		

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

	Current attainment and progress – July 2018				
	<i>All pupils</i>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Progress PP</i>	<i>Non-PP</i>

% achieving expected standard in reading (KS2)	84%	81%	89%	0.0	1.5
% achieving expected standard in writing (KS2)	84%	81%	89%	0.1	1.0
% achieving expected standard in maths (KS2)	80%	81%	78%	-0.4	-1.0
% achieving expected standard in GPS (KS2)	84%	81%	89%		
Average test scaled score in reading (KS2)	105	105	106		
Average test scaled score in maths (KS2)	104	105	104		
Average test scaled score in GPS (KS2)	106	107	108		
% achieving expected standard in reading (KS1)	90%	87%	93%		
% achieving expected standard in writing (KS1)	83%	80%	86%		
% achieving expected standard in maths (KS1)	93%	93%	93%		
% achieving GLD (EYFS)	81%	81%	80%		

Desired Outcome	Action/Approach/Project	How will we ensure it is implemented well?	Staff lead	Cost	Evaluation of Impact
Developing behaviours for learning and being in a school setting for all PP pupils	Mental health training for all staff led by Margot Sunderland to enable staff to support children in class. Further develop nurture club provision at lunch time to support those children who struggle with being in the playground for the duration of lunch time and those with social communication needs. HSLW to work 1:1 with some pupils who need extra time to learn and practise these life skills.	School staff will be expected to take on new strategies to support PP pupils with MH needs. Success will be measured by increased confidence, self-esteem and resilience within their respective KS. Lunchtimes will be a success for these pupils as they will demonstrate social skills of sharing, speaking appropriately to each other and finding solutions to their issues.	SR	£2500 HSLW £28,020	All staff attended Mental Health training sessions and received resources to support pupils in their classes. Nurture Club provision extended to 4 lunchtime sessions run by teaching staff and lead LSA. Each session helped PP pupils who attended to develop their self esteem, build up their confidence and increase their resilience in dealing with emotional or anger issues with greater independence. This is evidenced by the high decrease in detentions and pupils getting orange or red cards due to incidences of anger and disputes with other pupils. This ranges from 2 PP pupils getting over 15

					<p>detentions in a term to now getting less than 5 in a term. HSLWs 1 to 1 sessions has also helped cut down the number of red and orange cards received by 21 PP pupils from a range of 3 yellow cards to more than 15 yellow per term to 10 of the 21 pupils not receiving a yellow or orange card this term to 11 PP pupils only receiving a range of 1 to of 5 yellow cards for the whole of this term and only 3 PP pupils receiving 1 orange card. No PP pupil received a red card this term.</p>
<p>To ensure that the majority of PP children make at least 'expected' level within their respective KS with some 'exceeding' across the core subjects.</p>	<p>Let's Think Training for teachers for English/Maths/Science SLT working with year 4 and 5 to narrow the gap in these year groups. Beanstalk readers to support pupils who do not have adult support at home for reading. 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. The gap for PP between for progress and attainment will decrease – pupil progress meetings will demonstrate this.</p>	Co-HT SR	£10000	<p>Teachers and members of the leadership team attended Let's Think English and Maths. Model lessons were undertaken. The impact will be reviewed and evidenced by the end of next year. PP pupils who read with the Beanstalk readers made good progress towards achieving expected in the Reading test results. Booster groups in class and during before or after school sessions has enabled the majority of pupils</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.</p>	<p>The school want to ensure that current gaps in progress between PP and Non-PP disappear. Interventions – SLT taking reading booster groups 2x weekly SLT taking greater depth maths group 2x a week</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.</p>	SR AE		<p>Revision guides bought and given out to all pupils in year 6. The majority of the pupil premiumj pupils attainment was good, in Reading Writing and Maths 81% of pupil Premium pupils achieved at least expected</p>

	<p>After school booster groups maths group for LA group starter Autumn 2 Additional booster groups to start in Spring 1 Provision for revision guides for all year 6 to support with maths reading and SPAG</p>			<p>whereas 78% of non-pupil premium pupils achieved expected, a difference of only 1 child and well above the LA average. For reading, writing and maths not combined, 81% of pupil premium pupils achieved at least expected which again is above the LA average. For English and writing the percentage of pupil premium pupils achieving at least expected is 8% below non pupil premium the case of maths the percentage of pupil premium pupils was 3% higher than non pupil premium pupil and in the case of pupil premium pupils was above the LA average. we although 2 PP pupils did not reach the expected standard in Reading and Maths at the end of Key Stage 2 SATs. The majority of PP pupils that attended booster sessions made at least expected progress in reading achieving a progress score of 0.0; above the LA average and in writing achieving 0.1, again above the LA average. This was significantly below the progress scores for non pupil progress pupils in all three subjects. This is an area that will need further action next academic year. This year's SATs results for key Stage 1 and 2 have shown that there are no significant gaps</p>
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					between the attainment of PP pupils and the attainment of non PP pupils.
Develop use of outdoor green space for pupils to use to support different learning styles	EYFS teacher to be forest school trained Development of the community garden so all children can benefit from using it for learning and enrichment.	EYFS teacher trained and FS happening on a regularly basis. The impact will be seen in the EYFS GLD scores. Class teachers using the outdoor space to enhance learning which will have a positive impact on progress and attainment shown in pupil progress meetings.	JK SR DA	£6000	EYFS/Year 1 teacher has attended Forest Schools training and is trained to run Forest School sessions. GLD results were at 81% which is a 1% rise on the 2017. The cohort for 2018 had a higher percentage of pupils with challenging needs therefore impact on progress for lower attaining pupils was better than expected. The community garden has been developed and is being used by both classes at the school and members of the wider community. Classes have been using the garden to extend their science and art learning as well as for enrichment time. ~This includes a group of pupils in upper Key Stage 2 who are learning about bee keeping with a fully qualified bee keeper in our own apiary
To widen the pupil's cultural capital experiences	Support all PP pupils so that they can go on school journey (Wrotham Year 4 / Swanage Year 6. Support all PP pupils so that they can go on class trips at least each half term to enhance learning experiences CHICKS	All PP pupils will attend SJ. All PP pupils will attend all of the class trips Some YR5 PP pupils will be able to attend a farm experience More able PP pupils will attend the University classes and graduation	SR BL	£10,000	The majority of PP pupils in Year 6 and Year 4 did attend school journey last year. Only 1 PP pupil did not attend and although the class teacher and the HSLW did talk to the parents the issue was a family related issue that could not be surmounted.

	<p>Gain the Arts Mark award</p> <p>Provide a wider choice of after school clubs which cover the Arts and STEM subjects</p>	<p>Opportunities for creative learning experiences regarding the Arts will take place at least once a half term.</p>	<p>JM</p>		<p>Year 6 pupils attended the Brilliant Club and a high number of pupils achieved a First or 2:1 grade for their dissertation. All the pupils evaluated the sessions and experience gained from the sessions as being very positive and they all felt that they would "love to attend University one day". As part of the Arts Mark the lead teacher has introduced a regular fortnightly 'Christ Church Has Talent' talent Show during the Friday Celebration Collective Worship. A trip was organised for all year groups to the Barbican Centre to watch and learn about how an orchestra performs. This had a very positive impact on all pupils from Years 2 to 6 excitement towards music as well as extending the cultural experience of every pupil at the school. CC are now extending our lunch time and after school clubs provisions to include a Phonics Club, Bible Club and Arts Club. We are also looking at extending this to a science club and Maths Club.</p>
<p>Engage a greater number of parents in the life of the school and their children's education.</p>	<p>Parent workshops run by teaching staff – phonics, reading, writing Home school link worker to support parents in a range of activities. Accessing benefits; back to work; secondary school</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>The HSLW has worked very hard embedding lots of support available through the school to support parents and families at the school with a wide range of issues, both in school and out of school.</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>applications; understanding school life and curriculum</p> <p>Counselling sessions for vulnerable pupils and parents</p> <p>Home school Link worker – Supporting parents and families</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>BL</p>	<p>HSLW £28,020</p>	<p>The HSLW ensures that she is available to communicate and meet parents who are in need of support. She liaises with various outside agencies, including Housing, the Council, social services. Our HSLW supports the tracking of attendance by the leadership team and will make phone calls chasing up absences each morning. She is one of the deputy designated safe guarding member of staff. She has set up links with the local library, and supports the organisation of Chicks. The HSLW also worked with 3 PP pupils as a focus group supporting and developing their emotional resilience, and behavioural skills. The impact is evident in the change in numbers of detentions of each child which has decreased from over 40 last year to 0 detentions from the number of detentions during the Autumn and Spring Terms 2018 and the Summer and Autumn terms of 2018.</p>
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