



Christ Church C of E First School

Pupil Premium Strategy

2017–18



“I have come so you may live life in all its fullness.”
(John 10:10, the Bible)

What is Pupil Premium?

The Pupil Premium (PP) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Schools will receive the funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years. Schools will also receive additional funds for any pupil identified in the January 2016 school census as having left local authority care as a result of one of the following:

- adoption
- a special guardianship order
- a child arrangements order (previously known as a residence order)
- who has been in local authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care).

(Source: “Pupil Premium: funding and accountability for schools”, Department for Education, 2017)

School information

| Year Group | Number of pupils eligible for PP | Number of pupils who are Gypsy/Roma | Number of pupils who are both PP and Gypsy/Roma (% of PP) |
|--------------|----------------------------------|-------------------------------------|---|
| Reception | 8 (28%) | 4 (14%) | 0 (0%) |
| Year 1 | 19 (53%) | 11 (31%) | 9 (47%) |
| Year 2 | 13 (39%) | 4 (12%) | 4 (31%) |
| Year 3 | 17 (50%) | 9 (26%) | 8 (47%) |
| Year 4 | 16 (62%) | 5 (19%) | 4 (25%) |
| Whole School | 73 (46%) | 33 (26%) | 25 (34%) |

| Funding source | Amount |
|--------------------------------------|----------|
| PPG funding allocated | £101,640 |
| Additional vulnerable groups funding | £25,000 |
| Total | £126,640 |

Current attainment (end-of-2017 data)

| Area | Pupils eligible for PP | Non-PP | National Non-PP |
|---|------------------------|--------|-----------------|
| % achieving GLD | 56% | 67% | 69% (2016) |
| % achieving ARE+: Y1 Maths | 36% | 57% | - |
| % achieving ARE+: Y1 Reading | 45% | 52% | - |
| % achieving ARE+: Y1 Writing | 36% | 48% | - |
| % achieving pass Y1 Phonics Screen | 55% | 67% | 84% |
| % achieving ARE+: Y2 Maths | 47% | 82% | 79% |
| % achieving ARE+: Y2 Reading | 47% | 82% | 79% |
| % achieving ARE+: Y2 Writing | 41% | 71% | 72% |
| % achieving GD: Y2 Maths | 12% | 35% | 23% |
| % achieving GD: Y2 Reading | 18% | 47% | 28% |
| % achieving GD: Y2 Writing | 0% | 12% | 18% |
| % achieving pass Y1 & Y2 Phonics Screen | 94% | 94% | - |
| % achieving ARE+: Y3 Maths | 29% | 82% | - |
| % achieving ARE+: Y3 Reading | 57% | 91% | - |
| % achieving ARE+: Y3 Writing | 29% | 64% | - |
| % achieving ARE+: Y4 Maths | 67% | 90% | - |
| % achieving ARE+: Y4 Reading | 72% | 90% | - |
| % achieving ARE+: Y4 Writing | 50% | 83% | - |
| Whole school (Y1–4) average: Maths | 47% | 76% | - |
| Whole school (Y1–4) average: Reading | 55% | 76% | - |
| Whole school (Y1–4) average: Writing | 42% | 67% | - |

Progress (2016 to 2017)

| Area | Pupils eligible for PP | Non-PP |
|--------------------------------------|------------------------|--------|
| YR % Expected progress+: Number | 81% | 83% |
| YR % Expected progress+: SSM | 88% | 83% |
| YR % Expected progress+: Reading | 88% | 94% |
| YR % Expected progress+: Writing | 75% | 89% |
| Y1 % Expected progress+: Maths | 82% | 90% |
| Y1 % Expected progress+: Reading | 100% | 90% |
| Y1 % Expected progress+: Writing | 100% | 90% |
| Y2 % Expected progress+: Maths | 100% | 100% |
| Y2 % Expected progress+: Reading | 100% | 100% |
| Y2 % Expected progress+: Writing | 100% | 100% |
| Y3 % Expected progress+: Maths | 100% | 100% |
| Y3 % Expected progress+: Reading | 100% | 100% |
| Y3 % Expected progress+: Writing | 93% | 91% |
| Y4 % Expected progress+: Maths | 100% | 100% |
| Y4 % Expected progress+: Reading | 100% | 100% |
| Y4 % Expected progress+: Writing | 100% | 100% |
| Whole school (Y1–4) average: Maths | 92% | 93% |
| Whole school (Y1–4) average: Reading | 98% | 97% |
| Whole school (Y1–4) average: Writing | 94% | 94% |

Barriers to educational achievement

1. Below average starting points in Reception, particularly impacted by poor language skills.
2. Attainment for PP children is consistently poorer than their peers (though progress is on a par).
3. More limited external extracurricular experiences, e.g. range of visits, music, books, culture.
4. Lack of healthy and active lifestyles, and lateness to school.
5. Vulnerable families; lack of parental engagement and aspirations; poor homework and reading support; poor support for children's emotional well-being; and 4, above.

Planned expenditure 2017–18 (to be reviewed Jan 2018)

| Barrier to Learning | Desired outcomes | Strategies | Reasons for approach | How will it be measured and monitored? |
|---------------------|---|--|--|---|
| 1 2 | Improved oral language skills in early years. Increased % of PP children attaining ARE in all year groups (with a particular focus on closing the gap where it is widest). | CPD: in language and questioning, with particular focus on developing reasoning skills. CPD: Maths Mastery planning and organising. CPD: Maths lead. | Investing in longer-term change, e.g. improving Quality First Teaching and raising staff expectations. (EEF: +5 months) | Planning is consistent across all classes and reasoning is part of every Maths lesson. (By end of Autumn 1, 2017: monitored twice per half-term.) Termly data tracking to monitor impact: 5% more children to be working towards a 'Greater Depth' level in Maths by the end of the Autumn term in each year group. Attainment dips in end-of-year Y1 and Y3 data are showing improvement by the end of the Autumn term, with those children previously ARE beginning to improve. 5% increase for all year groups and in all subjects for children predicted to be working at ARE, by end of Spring 1, 2018. |
| | | Shared TA support for focused interventions. | Talk Boost: YR/Y1 language intervention. (EEF: +5 months) Same-day Maths intervention and pre-teaching. (As part of Mastery EEF: +5 months) Small groups specifically focused writing and reading groups. (EEF: +4 months) Additional small group phonics. (EEF: +4 months) | All interventions are timetabled carefully and this is monitored by SLT half-termly. Interventions are tracked using clearly measurable start and end data and tracked using support plans by teachers and monitored by DH (termly through PP meetings). Children identified in pupil progress meetings have made progress by the end of that term (95% PP children identified on support plans to have made progress in target area). |
| | | Regular Pupil Progress meetings, held by English and Maths leads focused on vulnerable groups, reviewing interventions and looking in detail at data analysis (produced termly by DH). | Close and regular monitoring ensures that we are able to quickly deploy support to any child at risk of not progressing to the best of their abilities. | Measured using termly pupil progress data, broken down into groups. Support plans measure and evidence support. Children identified in pupil progress meetings have made progress by the end of that term (95% PP children identified on support plans to have made progress in target area). |
| Predicted budget: | | | | £60,000 |

| Barrier to Learning | Desired outcomes | Strategies | Reasons for approach | How will it be measured and monitored? | |
|--|--|--|---|--|--|
| 3 4 | <p>Enriched learning/life opportunities in a variety of ways to improve self-esteem, engagement in learning and motivation.</p> <p>Improved awareness of healthy living practices and improvements in active lifestyles.</p> <p>Improved attendance, particularly with regard to lateness.</p> | Wide range of after school clubs in variety of interest areas, including cooking and a range of sports. (Full list available.) | <p>To enable equality of access to these opportunities and widen their life experiences.</p> <p>To enable pupils to succeed in other areas and improve their self-esteem and widen their interests.</p> <p>To improve awareness and interest in different careers. (Outdoor adventurous learning EEF: +4 months; Sports participation EEF: +2 months)</p> | <p>Bursar monitors individual pupil fund and take-up of clubs monitored by office staff. Attendance is monitored fortnightly and actioned using letters/meetings. Attendance is also analysed by group twice yearly to monitor impact: attendance for PP children to have increased from previous year (94.9%). PP Provision Overview monitored regularly to ensure all children are receiving appropriate support/additional enrichment activities (half-termly checks including governor show that <u>all</u> PP children are accessing or being offered additional support/enrichment).</p> | |
| | | Whole-class music tuition in KS2. | | | |
| | | Individual music tuition offered. | | | |
| | | Extracurricular visits linked to learning planned regularly. | | | |
| | | Y4 Pilgrim Day to visit local cathedral. | | | |
| | | Y4 residential trip including wide range of outdoor adventurous activities. | | | |
| | | Additional MDSAs to support the Play Leader scheme and engage children in active play at lunchtimes. | | | To help teach children additional play skills and encourage activity. |
| | | Milk provided for FSM children. | | | To support and target poor dentition. |
| | | Magic Breakfast club daily. | | | To improve lateness by starting early, and improve children's readiness for learning through not being distracted by hunger. |
| | | Subsidised swimming for KS2. | | | To ensure healthier lifestyles and equal participation for all. (Sports participation EEF: +2 months) |
| Attendance meetings with parents to discuss and improve attendance/lateness. | Improved attendance will naturally improve learning and attainment. | | | | |
| Additional books leased to the school. | To widen children's experiences of different books and texts, where they would not have this at home. | | | | |
| Predicted budget: | | | | £30,000 | |

| Barrier to Learning | Desired outcomes | Strategies | Reasons for approach | How will it be measured and monitored? |
|---------------------|---|--|--|---|
| 5 | Improved parental involvement. Improved out-of-hours learning (at home or school). Improved SEMH support. | Subsidise school uniform. | To improve PP take-up, especially for those entitled to UFSM. To improve self-esteem through equality. | PP take-up monitored by office. All children completing homework and reading out of class, monitored by teachers. PP Provision Overview monitored regularly to ensure all children are receiving appropriate support/additional enrichment activities (half-termly checks including governor show that <u>all</u> PP children are accessing or being offered additional support/enrichment). |
| | | CPD: whole-staff thrive training. | To develop staff awareness of the reasons behind behaviours and the importance of early experiences. | |
| | | GRT Home School Liaison Worker (also works 1:1 Delivering SEMH support). | To improve GRT parents' liaison with school and ensure children remain engaged in the education system. | |
| | | Parents workshops. | To engage parents with learning activities, e.g. through 'Phonics breakfast' so they can better support learning at home. (EEF: +3 months) | |
| | | Behaviour and Vulnerability toolkit: staff to meet and compile. (Overview available) | To improve the targeting of support for vulnerable children and ensure those with the highest need are receiving support. | |
| | | ICT subscriptions: ActiveLearn, Bug Club, DB Primary (VLE). | To improve engagement in learning at school and home (EEF: +4months). | |
| | | Homework clubs available as part of clubs provision above. Shared adult hears readers. | To target school-based support where this is not occurring at home, to prevent widening gaps. | |
| Predicted budget: | | | £15,000 | |

Review of expenditure 2016–17

| Strategy/Intervention | Cost | Impact | Lessons learned |
|--|---------|---|--|
| Release time for Pupil Premium Champion (monitoring and tracking) | £4,109 | Has enabled development of the support plan system which tracks individual interventions and the support a child has received over time. | More time to be dedicated to more in-depth data analysis and its use as referenced by Ofsted. |
| CPD: NPQSL qualification (course cost and release time SD) | £3,045 | Improved Phonics results in Y1 and continued good pass rates by the end of KS1. 63% overall in Y1 (51% in 2016; 48% in 2015), 94% at end of Y2 (96% in 2016; 91% in 2015), which remains better than the 2017 National figure of 92%. | Project completed. |
| CPD: NPQSL qualification (course cost and release time KT) | £2,064 | Limited as choice of project not directly relevant. | Ensure further CPD of this nature includes a project which will directly impact on pupil outcomes. |
| CPD: Additional staff training for TAs, e.g. whole-staff attachment and behaviour meeting, Team Teach training | £863 | Behaviour incidents are dealt with swiftly and with understanding of the child's needs. Ofsted stated that: "The behaviour of pupils is good." | Shared whole-staff understanding of systems is helpful and supportive. |
| Additional TA support for each age phase to deliver targeted support | £34,081 | Interventions showed good impact overall as tracked on Support Plans (90% of targeted children made progress in Wave 2 interventions). | Ensure all staff are rigorously monitoring their interventions and adapting what is not having impact. |
| Early Years Forest School | £1,368 | Limited impact for cost. | Discontinue strategy. Train up existing staff rather than employing externally. |
| Access to residential/non-educational visits | £1,950 | Clubs provision has expanded and a wider range of clubs is now available; take-up of these has increased for PP children. (See Appendix 1: Clubs Provision Overview.) | Individual budgets to be monitored to encourage spending by those not using. |
| Music tuition opportunities, whole-class and individual | £1,234 | | |
| Extracurricular activities/clubs | £10,819 | | |
| Behaviour and Vulnerability toolkit meeting release time | £740 | Vulnerable children's provision map is good and this has enabled all staff to be aware of needs and put support in place for this. (See Appendix 2: Provision Map.) | Continue strategy but at reduced cost as systems become quicker. |
| Pupil progress meeting release time to identify needs and target interventions. | £1,037 | Focused pupil progress meetings and data tracking have supported staff to know where their pupils need targeted support. (See Data Report available on school website.) | To be written up more specifically focused on vulnerable groups as recommended by Ofsted. |
| Additional KS2 class TA | £54,361 | Y4 results are strong, correcting the dip that occurred due to the impact of significant behaviour disruption when in Y3; increases of 23%/11%/22% in ARE Maths/Reading/Writing compared to Y3. | To be discontinued as circumstances no longer require this measure. |
| ICT subscriptions: use of VLE, Reading programme, Bug Club and Maths ActiveLearn; allow for both individual targeted activities at home and school | £1,818 | Children are accessing these resources at home and school, especially in KS1 and KS2 and showing enthusiasm about their learning. | Embed use across all classes and ensure teachers make use of usage trackers. |
| Daily milk | £1615 | Magic Breakfast is popular and lateness has improved for all but a few children. (PP attendance better than non-PP at 94.9% and 94.7% respectively.) Uniform incentive has helped encourage additional sign up. | Continue strategies. |
| Magic Breakfast | £3,960 | | |
| Uniform and PE kit | £946 | | |

| | |
|--------------------|----------|
| Total PPG received | £119,618 |
| Total spent | £124,010 |
| Total remaining | -£4,392 |

Appendix 1: Christ Church C of E First School Clubs Provision Overview

Extra-curricular clubs available during the academic year

- * Art Club
- * Athletics Club
- * Choir Club
- * Cooking Club
- * Country Dancing Club
- * Cricket and Rounders Club
- * First Aid Club
- * Football Club
- * French Club
- * Gardening Club
- * Golf Club
- * Gymnastics Club
- * Homework Club
- * Lego Club
- * Multi-Skills Club
- * Outdoor Activities (Forest School) Club
- * Reading Club
- * Rugby Club
- * Sewing Club
- * Showtime! (Drama) Club
- * Spanish Club
- * Stay and Play Club
- * Tennis Club

Music tuition available during the school day

Christ Church offers small-group music lessons courtesy of All Instruments Ltd. They are able to offer a choice of instruments in small-group lessons, which take place during the school day. Options include:

- * Drumming
- * Guitar
- * Piano
- * Singing

Appendix 2: Christ Church C of E First School Provision Map

| | All pupils, Quality First Teaching (Wave 1) Checklist: evidenced in planning and lesson obs/learning walks etc | Who? | Quality First Teaching (Wave 2) Catch up or booster groups for pupils underachieving/under performing. | Who? | SEN Support (Wave 3) SENCo involved Must have SEN support plan | (Wave 3) High needs SEN Support SENCo involved Must have SEN support plan | Who? |
|--|---|---|---|---|---|--|--|
| Cognition and Learning | <p>Age appropriate differentiated planning and teaching</p> <p>Clear objectives and success criteria</p> <p>Variety of teaching styles VKA</p> <p>Collaborative learning</p> <p>Play based curriculum</p> <p>Modified teacher language</p> <p>Visual Timetable</p> <p>Indoor/outdoor learning environment</p> <p>Range of computing tasks used daily</p> <p>Topic words clearly taught</p> <p>Effective feedback</p> <p>Focused group work with teacher/ TA eg guided reading/writing/phonics/maths</p> <p>Daily Reading</p> <p>1:1 reading to an adult weekly</p> <p>Guided reading daily</p> <p>Small group structured phonics/spelling daily</p> <p>Storymaking (Talk for Writing)</p> <p>English support materials- phonics code, word banks, working walls, HF words, writing frames</p> <p>Fundamentals Maths daily</p> <p>Maths support materials - Numicon, number squares, lines, multiplication squares etc</p> <p>Daily Mastery Maths lesson</p> | <p>Managed by class teacher</p> <p>Monitored by leadership team</p> | <p>ITS Pink Book</p> <p>Booster Groups</p> <p>Dyslexia Tracking Booklet</p> <p>Personalised, differentiated learning</p> <p>Additional support access (e.g. coloured overlays, voice recorders)</p> <p>Talkboost</p> <p>Additional Group Phonics</p> <p>Rapid Phonics</p> <p>Additional individual reading (daily)</p> <p>Writing Focus Group</p> <p>Focused Handwriting group</p> <p>Speed Up Handwriting programme</p> <p>Additional guided reading group intervention (in comprehension or fluency)</p> <p>Max's Marvellous Maths</p> <p>Same Day Maths intervention</p> <p>Numicon group</p> <p>Wave 3 Maths group</p> <p>Overcoming Barriers in Maths group (L1/2)</p> <p>Number Box group</p> | <p>Managed by class teacher</p> <p>Monitored by leadership team</p> | <p>Learning Hub</p> <p>Precision Teaching</p> <p>Individual English/reading/writing/maths programme</p> <p>Talking Partners</p> <p>School/Pre-school transition plan</p> <p>Individual programmes from EP/LSS/ASD teacher</p> <p>Individual workstation (TEACCH)</p> <p>Specialised software (Clicker 5, Communicate in Print, Choose it Maker)</p> <p>1:1 tuition in targeted area</p> <p>Provision plan (EYs)</p> <p>ILI</p> <p>1:1 Personalised Letters and Sounds programme</p> <p>Number Box - individual</p> <p>1:1 Numicon programme</p> | <p>Highly differentiated social and academic curriculum</p> <p>Use of P Scales for planning + tracking progress</p> <p>Outside agency support e.g. EPS LSS</p> <p>Annual Review</p> | <p>Advice from SENCo</p> <p>Managed by class teacher</p> <p>Monitored by leadership team inc SENCo</p> |
| Language, Communication and Interaction | <p>Storymaking (talk for writing)</p> <p>Role Play areas</p> <p>Talk Partners</p> <p>Visual Timetable</p> <p>Whole school use of STC signs and gesture</p> <p>Structured class routines</p> <p>Visually supported classroom (STC)</p> <p>Chunked instructions</p> <p>Adult modelling</p> <p>Writing / recording frames</p> <p>Stories and rhymes</p> <p>Letters and Sounds phonics programme</p> <p>Differentiated questioning</p> <p>Modified teacher language</p> <p>Learning presented through visual, auditory and kinaesthetic styles</p> <p>Extra time for processing</p> <p>Whole School use of SEAL</p> | <p>Managed by class teacher</p> <p>Monitored by leadership team</p> | <p>Talkboost</p> <p>Learn to Listen focus group</p> <p>Silver SEAL</p> <p>ITS Book (pink book)</p> <p>IDP (SLCN)</p> <p>Listening and Attention Programme</p> <p>Speech Sounds - group</p> <p>Language Steps - group</p> <p>Pre-teaching of vocabulary</p> <p>Targeted small group S&L support</p> <p>Oro-Motor skills group</p> <p>Early Years IDP SLCN programme</p> <p>ECAT</p> | <p>Managed by class teacher</p> <p>Monitored by leadership team</p> | <p>Speech and Language Programme</p> <p>Clicker or symbolized individual resources</p> <p>Social Stories</p> <p>Word learning programme</p> <p>School/Pre-school transition plan</p> <p>Talking Partners</p> <p>Individual Communication Profile (EYs)</p> <p>STC (signing/symbol support)</p> <p>Communication book</p> <p>Communication aid</p> <p>Adapted hardware and specialised software (Clicker 5, Communicate in Print, Choose it Maker)</p> <p>Provision plan (EYS)</p> | <p>Specific plan for use of ICT as advised by SENITAS</p> <p>Additional support for most of school day to mediate +facilitate social communication</p> <p>Outside agency support</p> | <p>Advice from SENCo</p> <p>Managed by class teacher</p> <p>Monitored by leadership team inc SENCo</p> |

| | | | | | | | |
|--|--|---|--|---|--|--|--|
| <p style="text-align: center;">Social, Emotional, Mental Health and Wellbeing</p> | <p>Circle Time SEAL Yoga Visual Timetable RE and Collective Worship Lunchtime Prayer Forest School Golden Rules Snack Time Whole school sanctions and rewards systems (Golden Time) Positive whole school ethos Adult modelling of good relationships and behaviour with child and family Consistent expectations and routines Celebration Assembly Non-judgemental restorative approach Empathy Plentiful praise and recognition Positive individual attention Play leaders/monitors Effective use of outside play space Whole school strategies for beginning/end of day Beginning of day 'check in' time Class Worry Box Quiet/calm area in classroom</p> | <p>Managed by class teacher</p> <p>Monitored by leadership team</p> | <p>Social Stories Team Teach approach Social/Emotional Skills Groups in class Home/School Links Support with listening/attention/focus/self-organisation Small group Silver SEAL Support in unstructured times Group reward system Small group Circle Time Fiddle toy/item Access to school mentor Individual programme of rewards and sanctions</p> | <p>Managed by class teacher</p> <p>Monitored by leadership team</p> | <p>Learning Hub Nurture Theraplay Play Therapy ELSA Home/School Book ABCC charts Adult mediation School/Pre-school transition plan 1:1 significant adult/keyworker Forest School (external) Talkabout social skills programme PFSA (child support) Anger management group Counselling Individual Behaviour Plan Team Teach RPI plan CAMHS support PAT Worker Alternative timetable Calm box Boxall Profile to inform individual development areas</p> | <p>Teaching of Self Awareness/Regulation Calm Box/Safe Place Pastoral support plan (PSP) Facilitated play during breaks and lunchtimes Support and Advice from EP Intervention programme overseen by SLT</p> | <p>Advice from SENCo</p> <p>Managed by class teacher</p> <p>Monitored by leadership team inc SENCo</p> |
| <p style="text-align: center;">Physical & Sensory</p> | <p>PE Handwriting/penpals/pencil grips Dough Gym/Theraputty Yoga Outside Play areas After school clubs Modified worksheets Differentiation for P.E Flexible teaching arrangements Whole school accessibility - flat site etc Writing slope Daily movement breaks Action songs Storymaking (Talk for Writing) Learning presented through visual, auditory and kinaesthetic styles STC environment Threading/beads/tracing activities Seating position Repeating what speaker has said Listening/Visually friendly environment Large font/coloured overlays</p> | <p>Managed by class teacher</p> <p>Monitored by leadership team</p> | <p>Dough Gym (Targeted Group) 'Speed Up' Handwriting Social/Physical Play Learn to Move class group Teaching touchtyping e.g. BBC Dancemat or ipad app 'Taptyping' Co-ordination group 'Motor Skills United' Fine Motor skills group Gross Motor skills group General class/environment adaptations e.g. writing slope, high visibility lines, carpet positioning Advice Sheets from ITS booklet</p> | <p>Managed by class teacher</p> <p>Monitored by leadership team</p> | <p>Learn To Move focus group Moving + Handling Risk Assessment Individual toileting/self care plan Co-ordination programme as advised by OT or Physio Motor skills programme Seating wedge School/Pre-school transition plan Manual Handling plan/ SSOW Additional playground/PE support Additional swimming sessions Specialist ICT e.g. switches, aid Alternative recording using ICT 1:1 keyboard training Individual adapted resources to accommodate VI/HI needs Individual signing support</p> | <p>Visual Aids (visualiser) Hearing Aids (fm system/soundfield system) Specialist equipment/chairs/walkers Support and advice from PIMSS/VST/HST/OT/Physio/SENITAS Additional access e.g. wheelchair, transport Sensory integration programme as advised by OT</p> | <p>Advice from SENCo</p> <p>Managed by class teacher</p> <p>Monitored by leadership team inc SENCo</p> |

Pre assessment data must be collected and recorded before starting WAVE 2 provision; Logs must be kept of WAVE 2 provision.