

Pupil Premium Strategy Statement at Christ Church Primary School 2018 to July 2019

1. Summary information					
School	Christ Church Primary School				
Academic Year	2018-19	Total PP budget		Date of most recent PP Review	Jul 19
Total number of pupils	312	Number of pupils eligible for PP	48 (15%)	Date for next internal review of this strategy	Apr 20

2. Current attainment	
	<i>Pupils eligible for PP (your school)</i>
% achieving expected standard or above in reading, writing & maths	36/48 75%
% making expected progress in reading (as measured in the school)	37/48 77% (PIRA)
% making expected progress in writing (as measured in the school)	39/48 81% (TA)
% making expected progress in mathematics (as measured in the school)	40/48 83% (PUMA)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	21% of PPG children have SEND; specific additional needs
B.	50% of PPG children have EAL; acquisition of English vocabulary including some speech and language needs
C.	Social and emotional problems affecting well-being and progress
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance -29% of PPG children have attendance below 95%
E.	Poor home learning environments e.g. lack of support in reading/breakfast/homework/having the right resources for the curriculum
F.	46% of PPG children have Summer birthdays and will be young in their cohort

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Additional needs supported effectively (including medical conditions) through the use of pre and post teaching programmes with proven success e.g. 1 st class@Number for KS1 and KS2, specialist assessments e.g. occupational therapist and provision of specialist equipment	Children with additional needs are supported effectively through the school's SEND practice, with recognition of and support for any additional factors that PP children face
B.	Specific SALT support for children including access to speech therapy and HLTA support, Welcomm programme, Word Aware, Talking partners, Talk Boost	Children's vocabulary extended as measured in scores in English reading scores (PIRA), grammar and spelling analysis (GAPS) Individual speech and language programmes show targets met
C.	Outstanding progress against starting points HOPE sessions to support emotional needs Parenting classes Family Liaison support for families Timely interventions through diminishing the difference groups Additional reading interventions Enrichment programmes	Improvements in the learning behaviours demonstrated by targeted pupil premium children are evident through pupil interviews and reports from class teachers

5. Planned expenditure					
Academic year		2018-2019			
i. Quality of teaching for all					
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?
Teachers provide quality first wave teaching with emphasis on raising standards in English-speaking and listening, exploring vocabulary	Introduction of whole school approach to <i>Word Aware</i> - Support from Inclusion Leader for class teachers and TAs Focused work by Assistant Headteacher	GAP analysis shows that children are underperforming in the acquisition of vocabulary Programme chosen for proven results	Data capture shows scores improving and gaps closing	Inclusion Leader-SLT	Termly
Social, emotional and behavioural development promoted through the creative curriculum and through school life	Financial support for: Whole school trips School music lessons Priority for after school clubs	Raised awareness of barriers faced by children. Providing children with stimulating experiences and broadening their opportunities of the wider world. Allowing	Pupil interviews, music subject leadership monitoring, behaviour impact report.	Subject leaders SLT	Termly

experiential learning and encouraging aspirations

ii. Targeted support

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?
Narrowing of the gap in maths for the pupil premium children	Early Intervention with Every Child Counts & precision teaching	Early intervention will support rapid progress	Pupils assessed after 3 months and 6 months.	Inclusion Leader Senior TA	3 months and 6 months
Narrowing of the gap in reading for the pupil premium children	Early intervention with Inclusion Leader	Early intervention will support rapid progress	Pupils tracked each half term	Inclusion Leader	Half term/termly
Improved attendance, less persistent absences, improved parent partnership	EWV, Headteacher, Family support worker	Family support will ensure that trends in attendance will continue to rise	Attendance monitoring including vulnerable groupings. Letters sent to parents, attendance clinics	Headteacher	Termly

iii. Other approaches

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?
Strengthen relationships with parents and carers Parent workshops	Parental views gathered through questionnaires	Strong partnerships with parents will impact upon pupil engagement, attendance and school community links	Parent questionnaires.	Family Liaison	Termly
Access to residential visits	Trips are supported to promote equality of opportunity	Equality of access for all pupils	Review of spending	Bursar	Yearly
Access to Breakfast Club and improved attendance	Reduction in lateness and promotes attendance	Equality of access for all pupils	Review of spending	Bursar	Yearly