

Pupil premium strategy statement

1. Summary information					
School	St Christopher's C.E. Primary School				
Academic Year	2017/18	Total PP budget	£196,785	Date of most recent PP Review	Sept 2018
Total number of pupils	414	Number of pupils eligible for PP	122	Date for next internal review of this strategy	Jan 2019

2. Outcomes	ALL		Low		Middle		High	
	Pupils eligible for PP (your school)	Other pupils not eligible for PP (national average)	Pupils eligible for PP (your school)	Other pupils not eligible for PP (national average)	Pupils eligible for PP (your school)	Other pupils not eligible for PP (national average)	Pupils eligible for PP (your school)	Other pupils not eligible for PP (national average)
Typical progress in reading from their starting points	-1.4 (Average)	0.31	-3.46	0.56	-1.26	0.34	1.99	0.22
Typical progress in writing from their starting points	4.03 (above average)	0.24	3.91	0.55	3.52	0.28	6.97	0.14
Typical progress in maths from their starting points	-3.99 (Average)	0.31	-4.47	0.65	-3.8	0.34	-4.09	0.2
% achieving age related expectations in reading,	46%	75%						
% achieving age related expectations in writing	77%	78%						
% achieving age related expectations in maths	38%	76%						

2. Barriers to future attainment (for pupils eligible for PP including high ability)

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)</i>	
A.	A large percentage of our children, including PP, enter school in nursery with a low baseline so although they make good progress, some are still not at a Good Level of Development by the end of the Early Years.
B.	Our interventions and provision across the school have helped to narrow the gap between our PP and non-PP children in terms of expected progress. We still need to focus on accelerating further to narrow the attainment gap particularly in Years 3 and 6. Evidence from RAISEonline indicates that we need to focus particularly on children with middle and lower prior attainment
C.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance has traditionally been poorer for our PP children than for our non-PP and traditionally PP children have had a higher percentage of persistent absentees than non-PP. This has evened out with our efforts over the last two years but our focus needs to be maintained in order to ensure attendance does not slip back.

3. Outcomes <i>(It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)</i>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Continue to focus on early intervention and accelerate progress of children entitled to PP in the EYFS	Pupils eligible for PP in the EYFS make rapid progress by the end of the year so that 69% of pupils eligible for PP meet age related expectations.
B.	Narrow the attainment gap for PP children in Years 3 and 6 by accelerating their progress	Pupils eligible for PP identified with middle or lower prior attainment, make accelerated progress
C.		
D.	Maintain the improved attendance for pupils eligible for PP.	There continues to be no gap in attendance and persistent absenteeism between PP and non-PP children

3. Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
Pupils eligible for PP in the EYFS make rapid progress by the end of the year so that 69% of pupils eligible for PP meet age related expectations.	Additional staff to support with interventions across the early years.	Many children from more deprived backgrounds enter school already behind their peers e.g. in language acquisition. Investment in quality nursery staff will ensure those children entering the school at Reception will have had quality input from teachers throughout their nursery sessions.	Termly tracking of pupils and comparison of groups followed by pupil progress team meetings Monitoring of teaching and learning as part of the whole school process.	Foundation Stage Lead/Deputy Headteacher	Summer 2019
All children are more resilient and able to identify and address how to improve their own learning across the curriculum. Raised standards of attainment (particularly those entitled to PP) across the curriculum.	Development of metacognition and learning mindset across the school (see SDP – continuing work from last year) Focus on mastery in mathematics (see school development plan) Focus on developing positive mental health strategies across the school Further NIP training for	A variety of research supported by the Education Endowment Foundation has shown that the development of meta-cognition and self-regulation has a big impact on attainment. Many of our children 'give up' when they meet a challenge and find it hard to apply their learning across the curriculum.	Regular pupil conversations – led by phase leaders and subject co-ordinators Termly tracking of pupils and comparison of groups followed by pupil progress team meetings Phase leaders working closely together and including PP children as a standing item on team meeting agendas Leader for mental health	Phase leaders EY leading on Growth mindset	Jan 2019
Total budgeted cost					£25,000

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?
The gap continues to narrow between PP and Non-PP children across all subjects and year groups with a particular emphasis on Years 3 & 6	Additional Support staff for mornings in Year 3 and Year 6 classes to help accelerate progress in reading, writing and maths	These two year groups are the weakest in terms of percentages attaining Age Related Expectations. They also have high numbers of children entitled to PP. The additional staff will enable teachers to address more misconceptions and gaps in learning.	Half termly data analysis with a clear focus on groups – pupil progress meetings with team leaders.	Deputy Headteacher	Jun 2019
The gap continues to narrow between PP and non-PP across all subjects and year groups.	1:1 Tuition in maths Additional group tuition in maths for catch-up and challenge of most able Investment in Reading Quest and staff for Project X Code reading intervention (Year 3)	Our children who received these interventions have made good progress. Reading Quest in particular has a hugely positive impact on our Year 2 readers.	Group progress monitoring every half term Tracking of impact of interventions	Deputy HT	Summer 2019

There continues to be no gap between attendance of PP children and non-PP children.	Attendance policy is reviewed and poor attendance picked up sooner for all children. Continue the targeted work with families and children with SEMH needs particularly persistent absentees.	Many absences from school are linked to different reasons such as SEMH needs or parental needs. These needs can be addressed asap with vigorous tracking and targeted support	Tracking of attendance every week.	Attendance Officer HSLW	Summer 2019
Total budgeted cost					£30,000
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?
Continued positive progress for children with SEMH needs	Forest School increased to two days a week now focussing on the younger children (nursery and Y1, plus nurture groups for older children as required) Learning Mentor Support for individuals and support at lunchtimes	Ongoing positive results from both systems of support over the last year (see evidence below)	Continue with current tracking system for impact	Forest School Leads Learning Mentor	Summer 2019
Early support to help parents prepare their children for school and learning	The school has been chosen to take part in a Pilot LA project to engage parental involvement, called 'EasyPeasy'	The greater involved parents can be in supporting their children, the better progress is made. The earlier the support, the less behind the children will be when they enter reception	Parent feedback Attendance tracking Tracking of progress of children whose parents/carers attend	Nursery Teacher	Summer 2019
Total budgeted cost					£23,000

4. Review of expenditure				
Previous Academic Year <i>This is a review of the previous year, so the outcomes and success criteria will be different to above.</i>				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. <i>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</i>	Lessons learned (and whether you will continue with this approach) <i>Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</i>	Cost
Pupils eligible for PP in the EYFS make rapid progress by the end of the year so that 69% of pupils eligible for PP meet age related expectations.	Nursery to have a different teacher for each session, so they do not have to miss out on time with one nursery class while they have their break. Additional staff to support with interventions across the early years.	End of reception data proves positive impact: % of children who achieved a GLD was: 63% for the whole cohort. This was slightly lower than last year, because of late joiners. It would have been 70% without these children, which was the target. Reading and writing: 50% of PP children (3 out of 6) achieved GLD Maths: 50% of PP children achieved GLD. This was slightly below target, but the remaining 3 children were also SEN	The extra support provided in the nursery has had a positive effect on the attainment of the children moving up into Reception. Unfortunately, a number of nursery children made huge progress but then moved onto alternative school providers. This will hopefully be better in future years, as we take more siblings into nursery and they move up into our own reception classes. The extra arrivals into Reception classes during the year – 11 children joined during the year, about 50% of whom had little or no English, which impacted on the cohort as a whole.	1 x teacher costs: £38,800 1 x extra TA costs: £13,500

<p>All children are more resilient and able to identify and address how to improve their own learning across the curriculum.</p> <p>Raised standards of attainment (particularly those entitled to PP) across the curriculum.</p>	<p>Development of metacognition and learning mindset across the school (see SIP)</p> <p>Focus on mastery in mathematics (see maths plan).</p> <p>NLP training for all teaching staff</p>	<p>This scheme was not fully embedded over the year so there needs more time to put it in place. Year 6 maths results show that mastery is also not yet established.</p>	<p>Continue with the scheme and link in with a whole school focus on mental health to support the children in developing confidence, resilience and a 'have a go' attitude.</p>	<p>£500 for project bonus</p> <p>1 day of TA time: £7250</p> <p>NLP training: 3 twilight sessions = £750</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
<p>The gap continues to narrow between PP and Non-PP children across all subjects and year groups with a particular emphasis on Years 2 & 5.</p>	<p>Additional Support staff for mornings in Year 2 and Year 5 classes to help accelerate progress in reading, writing and maths</p>	<p>This continues to have a positive impact: Within the current year groups:</p> <table border="1" data-bbox="674 751 1225 1040"> <thead> <tr> <th>Current year group</th> <th>Gap between PP and non-PP attainment t2016-17</th> <th>Gap between PP and non-PP attainment t2017-18</th> <th>Narrowing the gap:</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>-7.6</td> <td>-13.7</td> <td>No</td> </tr> <tr> <td>4</td> <td>+1.4</td> <td>+4.8</td> <td>Yes – higher attainment</td> </tr> </tbody> </table>	Current year group	Gap between PP and non-PP attainment t2016-17	Gap between PP and non-PP attainment t2017-18	Narrowing the gap:	3	-7.6	-13.7	No	4	+1.4	+4.8	Yes – higher attainment	<p>The additional staffing clearly had an impact on Year 5 as did additional support groups. More work will need to be done to support the current Year 3 and to maintain the progress made in the current Year 6.</p>	<p>£1,300: paid hours of qualified teacher time.</p>
Current year group	Gap between PP and non-PP attainment t2016-17	Gap between PP and non-PP attainment t2017-18	Narrowing the gap:													
3	-7.6	-13.7	No													
4	+1.4	+4.8	Yes – higher attainment													

<p>The gap continues to narrow between PP and non-PP across all subjects and year groups.</p>	<p>1:1 Tuition in maths</p> <p>Additional group tuition in maths for catch-up and challenge of most able</p> <p>Further investment this year in Reading Quest</p>	<p>2018 SATs result: no difference in progress scores between disadvantaged and non-PP in maths for low and middle prior attainers. High and middle PP prior attainers made better progress than non-PP in writing. NO difference in progress between PP and non-PP middle and high prior attainers in reading.</p>	<p>We will continue the successful interventions and are again focussing on last year's Year 2 with additional support with Project X-Code. There will also be extra Reading Quest tuition again for Year 2 PP children.</p>	<p>Additional Reading Quest costs: £12,600</p>
<p>The gap between attendance of PP children and non-PP children has decreased.</p> <p>There is a significant drop in the percentage of PP children who are persistent absentees</p>	<p>Attendance policy is reviewed and poor attendance picked up sooner for all children.</p> <p>Continue the targeted work with families and children with SEMH needs particularly persistent absentees</p>	<p>Very successful: Percentage of PP persistent absentees is 15% compared to 18% of non-PP children. PP attendance 2017-18 is 94.41% Non-PP attendance 2017-18 is 94.61%</p>	<p>This has been a huge success. We need to maintain the support and continue close monitoring to ensure the impact is secure.</p>	<p>Attendance Officer: £19,495 HSLW: £21,978</p>

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Continued positive progress for children with SEMH needs	<p>Forest School increased to two days a week now focussing on the younger children.</p> <p>Learning Mentor Support for individuals and support at lunchtimes</p>	Very positive response from all children engaged with these schemes. They were able to access the classroom and engage with learning as they had less troubled incidents at free play times and better self-esteem as well as developing their resilience.	Continue with Learning Mentor targeted support and Forest School is now focussing on the younger children Nursery and Year 1 – early intervention.	<p>Cost of Learning Mentor: £14,058</p> <p>Cost of 2 TAs for 2 days: £14,500</p> <p>Forest School Resources: £1000</p>
Early support to help parents prepare their children for school and learning	PEEP sessions open for all parents in nursery but with some key parents targeted to attend.	Unfortunately this did not take place, because of lack of trained members of staff availability to lead this.	We will be approaching the issue of how to support parents to engage with their children's learning and development through a program in conjunction with the local authority (EasyPeasy)	

5. Additional detail

Our deputy head is lead on inclusion and monitors and targets interventions/support for children entitled to pupil premium. (£22,500)

Our HSLW works with any children and families struggling to access learning either through home issues or safeguarding concerns. Many of these children are entitled to PP. (£25,000)

In order to support those children who might not otherwise be able to access activities such as clubs and residentials, and even breakfast club, these are subsidised (£15,000)

Learning mentor to support vulnerable children and help to develop positive mental health across the school (£20,000)

Additional support staff at lunchtimes and deployed across the school to support children with social and emotional needs (£42,000)