

Pupil premium strategy statement

1. Summary information					
School	St Christopher's C.E. Primary School				
Academic Year	2020/21	Total PP budget (2019/20)	£160729.16	Date of most recent PP Review	Sept 2020
Total number of pupils	386	Number of pupils eligible for PP	110	Date for next internal review of this strategy	Jan 2021

2. Outcomes 2019-20	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								
Typical progress in writing from their starting points								
Typical progress in maths from their starting points								
% achieving age related expectations in reading, This is TA from June 2020	80%							
% achieving age related expectations in writing	80%							
% achieving age related expectations in maths	80%							

2. Review of expenditure				
2019/2020		Due to COVID, not all plans could be implemented. This is our analysis of impact as far as possible. Carry over of PP funding will be considered as part of new PP Strategy		
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.	Talk Boost for all children across the foundation unit over the year. ½ x TA	From Autumn to Spring 1, the PP children made the same amount of progress as the non PP in Communication & Language.	Talk Boost has a positive impact on language progress for all children. Continue to target relevant groups including PP.	½ x extra TA = £7654 Costs all spent TA continued to support Class Teacher with remote learning delivery during COVID lockdown

<p>Develop a positive attitude to school work and ensure there is excellent behaviour for learning across the school.</p> <p>Resulting in: raised standards of attainment (particularly those entitled to PP) across the curriculum.</p>	<p>Nurture and positive mental health will have a raised profile across the school.</p> <p>Maths mastery & fluency focus continues across the school</p> <p>Development of reading incl. phonics attainment across the school</p> <p>Further NLP training for teachers.</p>	<p>Nurture and positive mental health have a high profile across the school. There was a great deal of support for children and families through lock down with regular phone calls, support with learning, ideas for positive wellbeing etc</p> <p>We were unable to measure the impact of our phonics using the phonics check this year.</p> <p>Impact of quality first teaching and the changes we made to reading before lockdown indicate a narrowing of the gap in 2/3 of year groups.</p> <table border="1" data-bbox="788 438 1402 810"> <thead> <tr> <th>Year Group</th> <th>% gap PP & Non-PP in being at national average Summer 2018/9</th> <th>% gap PP & Non-PP in being at national average Summer 2018/9</th> <th>Narrowing</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>-19.5</td> <td>-2.8</td> <td>16.7%</td> </tr> <tr> <td>2</td> <td>-14.1</td> <td>-2.6</td> <td>11.5%</td> </tr> <tr> <td>3</td> <td>+0.7</td> <td>+2.1</td> <td>1.4%</td> </tr> <tr> <td>4</td> <td>+17.8</td> <td>+15.4</td> <td>- 2.4%</td> </tr> <tr> <td>5</td> <td>-2.5</td> <td>-7.1</td> <td>- 4.6%</td> </tr> <tr> <td>6</td> <td>+7.6</td> <td>+10.7</td> <td>3.1%</td> </tr> </tbody> </table>	Year Group	% gap PP & Non-PP in being at national average Summer 2018/9	% gap PP & Non-PP in being at national average Summer 2018/9	Narrowing	1	-19.5	-2.8	16.7%	2	-14.1	-2.6	11.5%	3	+0.7	+2.1	1.4%	4	+17.8	+15.4	- 2.4%	5	-2.5	-7.1	- 4.6%	6	+7.6	+10.7	3.1%	<p>Nurture will continue to be a key part of our vision to ensure that children are able to learn as their basic needs have been met. We need to formalise a nurture team.</p> <p>We will continue to implement the changes to reading across the school.</p>	<p>2 days a week x teacher 5 ams x Learning Mentor 1 day a fortnight x Deputy HT</p> <p>No Carry over as this was salaries which continued to be paid over lockdown and staff continued to support virtually.</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
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<p>The gap continues to narrow between PP and Non-PP children across all subjects and year groups with a particular emphasis on Years 4 & 5</p>	<p>Teacher led small group focus on boys in Year 5 to help develop positive attitudes to learning. Majority of the targeted children are below ARE across the curriculum. (teacher costs in outcome above)</p> <p>1:1/group tuition targeted on Year 4 in all areas. (£1875)</p>	<p>See above comments.</p> <p>Unable to implement the targeted groups and tuition due to lockdown in March. Tuition had just begun.</p>	<p>We know tuition has had an impact in the past and we will continue to invest in it.</p>	<p>Tuition funding can be carried over £1875</p>
<p>The gap continues to narrow between PP and non-PP across all subjects and year groups.</p>	<p>Group Tuition in maths in Year 6 (£1875)</p> <p>Continue to invest in Reading Quest (Year 2) and staff for Project X Code reading intervention (Year 3) (£16,474)</p>	<p>Our children who received these interventions have traditionally made good progress. Reading Quest in particular has a hugely positive impact on our Year 2 readers. Again, it has been impossible to measure with lockdown but we did get all our reading quest sessions in before March and from the table above, there was a clear narrowing of the gap in reading in Year 2 by March 2020.</p>	<p>Monitor impact of the interventions over longer term.</p>	<p>Tuition funding can be carried over. £1875</p>
<p>There continues to be no or virtually no gap between attendance of PP children and non-PP children.</p>	<p>Attendance policy is being reviewed again in line with OCC directives in September.</p> <p>Poor attendance picked up as soon as possible for all children.</p> <p>Continue the targeted work with families and children with SEMH needs particularly persistent absentees.</p>	<p>Impossible to judge impact under COVID</p>		

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on	Lessons learned (and whether you will continue with this approach)	Cost

		pupils not eligible for PP, if appropriate.		
Continued positive progress for children with SEMH needs	<p>Forest School will be running four mornings a week plus nurture groups for older children as required</p> <p>Learning Mentor Support for individuals and support at lunchtimes</p> <p>Learning Mentor time: £4189</p> <p>Cost of 2 TAs for 2 days: £12,245</p>	Ongoing positive results from both systems of support	Devise a measurable impact system for forest school	<p>All staff were paid and worked to support pupils virtually over lockdown.</p> <p>No carry over</p>
Ensuring that all children who are entitled to pupil premium are registered	Simplification of initial form so it does not deter parents whose children are entitled to PP	Lockdown saw a considerable increase in identifying our PP families and numbers increased by about 20.		

Provide a base for foodbank to reach our PP families and families in financial difficulties	Continue to provide a foodbank three afternoons a week before the end of school 90 hours of staff time = £1350	Foodbank stopped over lock down but we were able to refer families to other sources and support them virtually.	Devise a system for making the Foodbank at school more targeted and accessible	
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3. 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. (£18,385)
 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. Play therapy: £495, Clubs: £3600, Trips: £900, PGL: £3150, Targeted Y4 breakfast club: £2250
 Learning mentor to support vulnerable children and help to develop positive mental health across the school (£12,569)

Funds not spent that can be carried over = £3790.16