



Christ Church C of E Pupil premium strategy statement



School overview

| Metric | Data |
|---|-----------------------------------|
| School | Christ Church C of E School |
| Pupils in school | 377 |
| Proportion of disadvantaged pupils | 15% PP 7% FSM - 21% Disadvantaged |
| Pupil premium allocation this academic year | £83,905 |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | September 2020 |
| Review date | July 2021 |
| Statement authorised by | Mrs Amanda Donelan |
| Pupil premium lead | Mrs Louise Grant-Jones |
| Governor lead | Vicky Walton |

Disadvantaged pupil progress scores for last academic year (internal data July 2019 – March 2020)

| Measure | Score (expected is 3 steps as there were only 3 assessment points) | |
|---------|--|-------------------------------|
| Reading | 100% of PP – 3 steps progress | 100% FSM – 3 steps progress |
| Writing | 100% PP – 2.9 steps progress | 100% FSM – 2.9 steps progress |
| Maths | 100% PP – 3 steps progress | 100% FSM – 2.9 steps progress |
| | <i>Children are making expected progress, however need to make accelerated progress to close the achievement gap</i> | |

Strategy aims for disadvantaged pupils

| Measure | Score |
|---|---|
| Meeting expected standard at KS2 | 50% |
| Achieving high standard at KS2 | 8% |
| Measure | Activity |
| Priority 1 – | To increase combined attainment at ARE at the end of KS2 from 33% to 50% of disadvantaged pupils |
| Priority 2 - | To improve the wellbeing of disadvantaged pupils including attendance, SEMH and physical wellbeing. |
| Barriers to learning these priorities address | <p>Children have poor phonological awareness and have gaps in their phonics and early reading skills in the infants</p> <p>Pupils in general are struggling with resilience, but particularly disadvantaged pupils and more so after lockdown. A ‘can’t do’ attitude is detrimental to a growth mind-set and this causes a significant barrier to learning. This has been exacerbated over the lockdown period, where some learners have struggled to maintain routine and access sufficient support with their learning.</p> <p>Disadvantaged pupils are struggling with speech and language, with particular difficulty in KS1 with pronunciation and articulation.</p> <p>Self-esteem and anxiety is lower with our disadvantaged pupils as demonstrated in our SEMH baselines</p> <p>Attendance is a less regular for our disadvantaged pupils with 18% of disadvantaged pupils being persistent absentees and 42% of pupils having below 96% attendance.</p> <p>A proportion of our disadvantaged families struggle cognitively to support their children with homework, home learning and with having a positive learning mind-set.</p> <p>20% of our disadvantaged pupils are also SEND and often have difficulty with concentration</p> <p>Spelling and punctuation is a barrier for writing attainment in KS2</p> <p>Times tables – multiplication is a barrier for attainment in maths at KS2</p> |

Projected spending

| Nature of support 2020 | Cost |
|--|---------|
| <p>Additional EP – 6 days per year Increased access to educational psychologist for staff development, consultation, formal assessment and guidance</p> | £2533 |
| <p>Non-Teaching Focused SENCO Accredited non teaching SENCO role - 20% pupils with specific SENCO support are PP</p> | £19,684 |
| <p>ADHD Foundation Support</p> | £1,500 |
| <p>SALT support for PP pupils</p> | £5,200 |
| <p>Singapore Maths Resources Resources include text books and work books, online resources and concrete equipment.</p> | £1660 |
| <p>Monitoring and Mentoring from Cohort Action Plans to ensure support is effective and advise on T & L for accelerated progress and small steps learning intervention for LA AHT working to track and monitor attainment and progress of groups. Linking with class teachers to review provision and support effective T & L – 1 day per term allocated TA support for afternoon sessions to deliver targeted support and acceleration learning opportunities as identified by half termly pupil progress monitoring. 2 x afternoons for Carole Cowin, Marie Pringle, Julie Harris, Bev Webster, Jayne Harding, Janine Scott Secondary readiness support from AHT to provide booster sessions in preparation for KS3 expectations. 1 afternoon per week from Jan - May</p> | £35,499 |
| <p>Vulnerable Pupils Support / Challenge Learning Mentor/ Attendance support Identification and support for vulnerable children (academic and social) to reach their potential. Extension activities for more able pupils, family work for vulnerable and support teaching for lower ability. Time allocated to 60% case load for PP children.</p> | £15,460 |

| | Whole school | PP/FSM | | |
|--|-----------------------------------|-----------------------------------|--|----------------|
| Persistent absentees | 35 pupils 10% Of whole school | 12 pupils 18% of PP/FSM pupils | | |
| Below 96% | 141 pupils 38% of whole school | 27 pupils 42% of PP/FSM pupils | | |
| Subsidies for trips, visits, transport and after school activities | | | | £2,500 |
| Focus on Physical Wellbeing for least active pupils Sports coach to provide targeted input and mentoring sessions for 1hour per week | | | | £2,500 |
| Total spend | | | | £86,536 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|---|-------------|
| Progress in Reading | To accelerate progress for disadvantaged children in reading | July 2021 |
| Progress in Writing | To accelerate progress for disadvantaged children in writing | July 2021 |
| Progress in Mathematics | To accelerate progress for disadvantaged children in Mathematics | July 2021 |
| Phonics – year 1 | For % of disadvantaged pupils to meet the expected standard in the phonics check at the end of year 1 | July 2021 |
| Phonics – year 2 | For % of disadvantaged pupils to meet the expected standard in the phonics check at the end of year 2 | July 2021 |

Targeted academic support for current academic year

| Measure | Activity |
|------------|--|
| Priority 1 | <p>Each year group will have 2 afternoons designated to individual targets for PP children with a teacher or teaching assistant running small group interventions to gap fill in order to accelerate progress for PP. This will be either outside the classroom or extra support in the classroom as the class teacher feels in most appropriate for the PP children.</p> <p>PP progress will be carefully monitored, tracked and challenged through PP intervention tracking by SLT as part of PPI meetings with teaching staff</p> <p>Data scrutiny for disadvantaged group in diminishing the difference with non-disadvantaged will inform action plans</p> <p>PP interventions will be observed termly by SLT</p> <p>Teachers will be observed by SLT termly to ensure appropriate provision (support or challenge) is in place for PP children</p> <p>Governor data scrutiny and challenge for PP pupils during T&L governor meetings and PP governor meeting with SLT</p> |
| Priority 2 | Baselines for SEMH and PE will take place in September – PP pupils will be carefully scrutinised |

Targets and support for PP pupils will be put in place with the support of Child and family mentor to fill gaps in these areas. Teachers will support off track pupils in class with appropriate materials from Child and family mentor and those children who are below for this area will be supported individually or in small group intervention by the Child and family mentor.

Assessment will take place half termly for PP pupils to plan for further intervention where needed.

Our sports coach will work with PP children as part of lunchtime and/or after school clubs once a week to fill gaps in PE. PP children will also be flagged within PE lessons taught throughout the school and given extra support and challenge. Free places will be offered to the PP children at any after school clubs that are sport related.

Attendance for PP children will be tracked carefully by Child and family mentor every 3 weeks

Persistent absentees will be contacted by phone, letter or invited for a panel meeting depending on the severity of the attendance.

Child and family mentor will support families with attendance, picking up children where necessary or doing home visits where contact cannot be made with the parent.

AHT will monitor attendance procedures half termly, looking particularly at PP attendance and how we can support and challenge families appropriately.



Wider strategies for current academic year

| Measure | Activity |
|------------|---|
| Priority 1 | <p>AFL will be used in all classrooms in order to support PP pupils to develop a growth mind-set and become more resilient and independent in their approach to work</p> <p>SALT assessments will take place in September in KS1. Advice from SALT professional will be given and interventions will be put in place to support the children to plug gaps and make accelerated progress.</p> <p>SENDSCO will prioritise ADHD foundation support throughout the year and at least 50% of those pupils are PP. Support will be given to pupils and families from the foundation on a 1:1 basis.</p> <p>SENDSCO will work with pupils and families to support different diagnosis with strategies to use at home and in school. Teachers will be supported by SENDSCO with suggestions on how to best help SEND/PP pupils</p> <p>PP progress will be carefully monitored, tracked and challenged by STL as part of PPI meetings with teaching staff.</p> |

| | |
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| | <p>Teachers will be observed by SLT termly to ensure appropriate provision for PP (support or challenge) is in place PP for children</p> <p>Data targets will form part of teacher appraisal</p> <p>Governors will scrutinise PP data and challenge this during T&L governor meetings termly</p> |
| Priority 2 | <p>Teachers will promote a calm start to the day in class with children coming into school from 8:45 for ready to learn activities.</p> <p>SLT will be on the gate to support families with reluctant attendees to assist getting the children into school.</p> <p>SLT will be on the gate at the end of the day enabling parents the opportunity to speak to a senior member of staff if they have any concerns or worries.</p> <p>Child and family mentor will support children and families in transition times – of the children have been off ill for an amount of time, if they are particularly anxious about school or if they are a school refuser. This may mean the child and family mentor doing home visits, meeting children on the gate or doing daily daily phone calls.</p> <p>PSHE will be taught in classes twice weekly with lessons to support children to understand more about physical and mental health. Time will be given for children to stretch and reflect and techniques will be taught to self-regulate themselves where needed.</p> |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|----------|---|--|
| Teaching | <p>Disadvantaged children may not access homework and may not have accessed home learning so there are larger gaps to fill.</p> <p>Children's poor phonological awareness is making it difficult for children in year 1 and 2 to make progress in reading</p> | <p>Children will be given support by the teacher if they are unable to have support at home with their homework</p> <p>Support will be given for the children to plug gaps in phonics through intervention and extra sessions to plug gaps</p> |

| | | |
|-------------------------|--|--|
| <p>Targeted support</p> | <p>Targeted session may be missed due to a child not being present as a result of the child's or the parents illness or lack of resilience.</p> <p>Children may miss some of the wider curriculum due to interventions taking place in the afternoon.</p> <p>Disadvantaged pupils may have less life experiences so they are less able to draw on these to inspire their learning or apply their skills to another area.</p> | <p>Catch up for sessions missed will be available for disadvantaged pupils so that they are not missing key learning.</p> <p>Where possible, intervention will incorporate the learning that the children will be missing in class. The same lesson will not be missed every week. Sessions will be short and fun to make them enjoyable for PP children to engage in.</p> <p>Experiences will be subsidised for the PP children so that can still have life experiences to draw on Attendance will be supported for the disadvantaged pupils so that they can improve attendance and be in school learning more</p> |
| <p>Wider strategies</p> | <p>Whilst pupils are struggling to concentrate, are anxious or their attendance is poor they are missing vital teaching points in the classroom.</p> <p>Children in KS2 are struggling with basic maths, including times tables and multiplication which is slowing down their progress onto more tricky parts of mathematics.</p> | <p>Early intervention will be given from the SENDCO for children with additional needs to ensure that they have the correct provision and support so that they can concentrate in their lessons.</p> <p>Support will be given by the child and family worker for those children who are anxious and interventions will take place to improve</p> <p>MNP book purchased to offer a supported and gradual approach to independence within mathematics Times Table Rockstars has been purchased to support times tables retention and to make the learning in this key skill fun and engaging.</p> |

