

Pupil premium strategy statement

1. Summary information					
School	Christ Church NW1 Primary School				
Academic Year	2016/17	Total PP budget	£102 960	Date of most recent PP Review	September 2016
Total number of pupils	220	Number of pupils eligible for PP	74 (33.6%)	Date for next internal review of this strategy	July 2017

2. Current attainment (2016 KS2 test results)				
	<i>Pupils eligible for PP (school)</i>	<i>Pupils eligible for PP (LA)</i>	<i>Pupils not eligible for PP (school)</i>	<i>Pupils not eligible for PP (LA)</i>
% achieving expected standard in reading, writing & maths	47%	52%	36%	73%
Progress measure in reading	2.6	1.2	1.8	3.0
Progress measure in writing	1.2	0.5	1.9	1.2
Progress measure in mathematics	-0.1	1.9	0.9	3.0

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor understanding and application of vocabulary in some instances
B.	Lack of school space/rooms to run PP interventions
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Lack of wider experiences outside of school
D.	Financial difficulties for families unable to provide effective learning resources at home.
Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
A.	Any in-house differences will be diminished by the end of Key Stage 2, measured by end of Key Stage tests and in-house assessment data

B.	Disadvantaged children will make accelerated progress, measured by end of Key Stage tests and in-house data
C.	PP children will be exposed to a broad and balanced curriculum, as well as other enriching experiences, measured by monitoring the impact of of the curriculum and extra-curricular activities
D.	To increase the number of higher-attaining, disadvantaged pupils

4. Planned expenditure					
Academic year		2016-2017			
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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Any in-house differences will be diminished by the end of Key Stage 2, measured by end of Key Stage tests and in-house data</p>	<p>Pupil Premium teacher 'Vulnerable Groups Coordinator' to support PP children in years 1 to 6. Bengali mentor to work with PP pupils on specific targets to raise attainment One-to-three and one-to-one tuition.</p>	<p>To support targeted individuals across Key stage 1 and 2. Individuals chosen after SLT carry out pupil progress reviews and rigorously scrutinise data. Shared whole school approach to raising standards of attainment and progress for literacy and numeracy. To improve identified pupils' life chances. Personalised provision and support targeted to individuals to remove individual barriers to learning and facilitate good progress. To raise standards, attainment and achievement in literacy and maths.</p>	<p>Data analysis and Pupil Progress Reviews Monitoring of staff members Tuition records</p>	<p>SLT</p>	<p>July 2017</p>
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	Early years	????			
Total budgeted cost					£80,962
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?
<p>A positive impact on punctuality and attendance for identified pupils.</p> <p>To diminish the difference between Pupil Premium pupils and their peers</p> <p>To ensure Pupil Premium Pupils have a calm start to the day</p>	Breakfast club, trips and PP clubs	SLT were concerned that identified pupils were arriving at school late and often hungry.	<p>Monitor the breakfast club termly.</p> <p>Pupil survey</p> <p>Parent survey</p> <p>Teacher feedback on attendance and attention of identified pupils.</p>	Sarah Hall	July 2017

<p>To ensure our pupils with emotional difficulties have access to support to overcome these barriers to learning.</p> <p>To allow parents to directly refer their child if they have a concern.</p> <p>Effective use of pupil voice with the option for pupils to self-refer</p> <p>To ensure school has a close link with a therapeutic service and can access timely support</p>	<p>Place2Be therapy – 1.5 days</p>	<p>Place2be is an evidenced-based therapeutic intervention to support pupils with emotional barriers to learning. The intervention includes two psychotherapists and a school based mentor.</p> <p>See Place2be website for Impact report</p> <p>https://www.place2be.org.uk/impact-evidence/children-and-young-people.aspx</p>	<p>SLT will meet weekly with the school Based manager of Place2be.</p> <p>SLT will carry out surveys of pupil uptake of Place2Talk (Lunchtime drop in)</p> <p>Parent surveys</p> <p>SENDCo will present annually to Governors on findings of surveys and data from year.</p> <p>School based manager will produce an impact report of counselling, with entry and exit data.</p>	<p>Lorraine Puttick Amy Stroud Paula Walker Estelle Longcroft</p>	
Total budgeted cost					£20,951

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?
An increase in number of children meeting the expected standard compared to 2015/16	Mathletics subscription	<p>Schools which made regular use of Mathletics had:</p> <ul style="list-style-type: none"> - More children making 2 levels progress - More chn achieving level 4, 5 and 6 than if Mathletics has not been used <p>(University of Oxford study)</p>	<ul style="list-style-type: none"> - Mathletics to have a higher profile in the school – assembly awards, corridor display - Chn to be given at least termly sessions in class to remind of features - Chn’s login cards to be sent home regularly 	Roxy	July 2017
Total budgeted cost					£1447

5. Review of expenditure See separate 'Impact of PP – 2015/16' on website

Previous Academic Year				
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.	Lessons learned (and whether you will continue with this approach)	Cost
			<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;"> For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if, so, why. </div>	
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
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

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.