

Pupil premium strategy statement (primary)

1. Summary information					
School	Christ Church NW1 Primary School				
Academic Year	2017/18	Total PP budget	£101,160	Date of most recent PP Review	October 2017
Total number of pupils	218	Number of pupils eligible for PP	60	Date for next internal review of this strategy	January 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (LA average)</i>
% achieving in reading, writing and maths	91%	60%
Progress measure in reading	+3.3	+2.4
Progress measure in writing	+2.8	+1.5
Progress measure in maths	+3.2	+2.6

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor oracy skills, linked to EAL and poor language levels at home
B.	Significant gaps in knowledge and understanding, exacerbated by the increased expectations of the new, more challenging curriculum in KS2 – mastery not being achieved
C.	Poor behaviour and significant social and emotional difficulties, impacting on concentration in class, are preventing children achieving as highly as they could be
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for PP children are 96%, compared to the target of 97% for all children. There is also a higher incidence of lateness among PP children.
E.	Financial constraints meaning that children are not able to provide necessary learning resources and opportunities, including wider experiences

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All children will have the skills to communicate effectively and apply these skills throughout the curriculum and wider life. This will be evidenced through improved levels of spoken and written literacy (assessment outcomes)	Children will be able to communicate clearly
B.	The basic skills of key children will be significantly improved, closing gaps in knowledge	All children will meet the expected standard at the end of KS1 and KS2
C.	Behaviour of key individuals will improve. Children will be able to regulate their emotions more effectively	Fewer behaviour incidents and fixed-term exclusions; more engaged learning in class

D.	Attendance and punctuality of PP pupils will improve	Attendance will improve from 96% to 97%+ for PP pupils
E.	Disadvantaged children will have the same access to high quality resources and wider opportunities as non-disadvantaged children	Club uptake by disadvantaged children will increase Disadvantaged children will attend school journey

5. Planned expenditure					
Academic year	2017/18				
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?
A. Children will have the skills to communicate effectively and apply these skills throughout the curriculum and wider life	Inclusion in the 'Voices 21' project	We learnt about this project at a Headteacher conference, with positive feedback from colleagues who had taken part. It has been investigated by the EEF, where positive results have been obtained, indicating that children's oracy skills improved	Monitoring of provision and inclusion in planning It will become a focus in teaching and learning monitoring Good practice INSETs, as well as observation in other schools where the programme has been run effectively in the past Oracy teaching will be built into teacher PM targets	Erica Williams	March 2018 £600
B. Significant gaps in knowledge and understanding, exacerbated by the increased expectations of the new, more challenging curriculum in KS2 – mastery not being achieved	Teaching for Mastery workgroup for Year 1 teacher and maths subject leader, to be disseminated to all teaching staff	This workgroup has been running in Camden for two years already and uptake has been high. Schools who have already taken part have reported improved outcomes for children and the dissemination of approaches and tools beyond the target year group (Year 1)	Mastery to be built into teacher PM targets	Roxy Aitken	January 2018 £600
Total budgeted cost					£1200

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?
B, The basic skills of key children will be significantly improved, closing gaps in knowledge	<p>Pupil premium teacher</p> <p>‘Vulnerable groups co-ordinator’ to support PP children in Years 1-6</p> <p>Bengali learning mentor</p> <p>1:1 and small-group tuition</p>	<p>Targeted support of individuals, either in lessons (e.g. PP teacher, vulnerable groups co-ordinator) or through tuition has proven to be an incredibly effective strategy in the past. Children have repeatedly made accelerated progress and attained more highly as a result.</p> <p>This is also supported by the EEF toolkit, who report an impact of between 4 and 5 months progress as a result of tuition</p>	<p>All staff members will be involved in pupil progress reviews (PPRs) to ensure that support is targeted at the right individuals</p> <p>Staff will be trained in new approaches to target specific subject areas (e.g. Catch-Up Numeracy for maths)</p> <p>Impact of support and intervention will be monitored termly</p>	SLT	<p>January 2018</p> <p>£77,121</p>
C. The behaviour of key individuals will improve. Children will be able to regulate their emotions more effectively.	Place2Be – 1.5 days per week	Place2Be has now been running for over two years. Past monitoring indicates that it has a positive influence on children’s behaviour (particularly in the playground) and children are able to regulate their emotions and de-escalate their behaviour more independently when challenging situations arise	<p>Ensure referrals for Place2Be are continually monitored and discussed in SLT meetings</p> <p>Ensure Place2Talk is promoted with the whole school</p>	SLT	<p>January 2018</p> <p>£18,839</p>
D. Attendance and punctuality will improve	Paid breakfast club places	Historically, this approach has worked well in significantly improving the attendance and punctuality of key children for whom this has been an issue	<p>Monitor attendance at breakfast club</p> <p>Monitor attendance of all children and make more paid places available to those who would benefit</p>	Jean Smith	<p>January 2018</p> <p>£2000</p>
E. Disadvantaged children will have access to the same high-quality resources and wider opportunities as non-disadvantaged children	<p>Contributions made towards resources</p> <p>Contributions made towards clubs and music lessons</p> <p>Contributions made towards school journey</p>	Historically, attendance at school journey and extra-curricular clubs was lower by disadvantaged children. This has gradually improved over the last two years now that funding has become available (e.g. Last year, club participation increased from 25% to 40%)	<p>Monitor club uptake</p> <p>Ensure entitled parents are aware of financial support available</p>	SLT	<p>January 2018</p> <p>£2000</p>

	Total budgeted cost £99,960
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6. Review of expenditure				
Previous Academic Year		2016-2017		
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
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>Pupil Premium teacher</p> <p>'Vulnerable Groups Coordinator' to support PP children in years 1 to 6.</p> <p>Bengali mentor to work with PP pupils on specific targets to raise attainment</p> <p>One-to-three and one-to-one tuition.</p>	See data at top of report	<p>Tuition and targeted support from the PP teacher, vulnerable groups co-ordinator and Bengali learning mentor continue to be an incredibly effective way of targeting support to those children who have gaps in their learning (see data at top of report)</p> <p>We will continue to use these strategies and will look at ways of extending this support (e.g. VGC and PP teacher to train TAs in strategies used)</p>	TBC
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>A positive impact on punctuality and attendance for identified pupils.</p> <p>To ensure Pupil Premium Pupils have a calm start to the day</p>	Breakfast club, trips and PP clubs	Attendance for disadvantaged pupils is now more in line with school targets, compared to historically. Where significant differences occur, these are usually due to additional outside factors (e.g. medical needs)	This approach will be continued. Whilst the impact on attendance data may be small, class teachers report much improved behaviour and attention in class as a result of attendance at breakfast club, with children enjoying a healthy breakfast and calmer start to the day	TBC
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
<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>Whilst it is hard to quantify the positive impact of Place2Be, all staff members have identified the benefits seen in children who attend...</p> <p><i>“X is calmer in class”</i></p> <p><i>“He cries now and tells me what is wrong, rather than get angry”</i></p> <p>Self-referrals to Place2Talk remain high, indicating that the children value this service.</p>	<p>Place2Be will continue in the next academic year</p> <p>The new manager will be more involved in promoting the service in class, assemblies etc</p>	<p>TBC</p>