

# Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Christ Church NW1 Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£99,000	<b>Date of most recent PP Review</b>	October 2018
<b>Total number of pupils</b>	224	<b>Number of pupils eligible for PP</b>	73	<b>Date for next internal review of this strategy</b>	July 2019

Attainment 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (LA average)</i>
<b>% achieving in reading, writing and maths</b>	47%	57%
<b>Progress measure in reading</b>	- 0.29	- 0.20
<b>Progress measure in writing</b>	- 0.25	- 0.14
<b>Progress measure in maths</b>	- 2.75	- 1.17

Attainment 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (LA average)</i>
<b>% achieving in reading, writing and maths</b>	91%	60%
<b>Progress measure in reading</b>	+3.3	+2.4
<b>Progress measure in writing</b>	+2.8	+1.5
<b>Progress measure in maths</b>	+3.2	+2.6

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Poor oracy skills, linked to EAL and poor language levels at home (oracy will be explicitly detailed in planning)
<b>B.</b>	Significant gaps in knowledge and understanding, exacerbated by the increased expectations of the new, more challenging curriculum in KS2 – mastery in mathematics and GD in reading, writing and maths needs to significantly improve.
<b>C.</b>	Poor behaviour and significant social and emotional difficulties, impacting on concentration in class, are preventing children achieving as highly as they could be
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for PP children are 96.47%, compared to the target of 97% for all children. There is also a higher incidence of lateness among PP children (whilst this doesn't appear to be a significant 'gap' the school is always mindful of the potential vulnerability of the PP children)

<b>E.</b>	Financial constraints meaning that children are not able to provide necessary learning resources and opportunities, including wider experiences	
<b>3. Desired outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	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>B.</b>	The basic skills of key children will be significantly improved, closing gaps in knowledge	The majority of PP children will meet the expected standard at the end of KS1 and KS2 and GD data will significantly increase.
<b>C.</b>	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
<b>D.</b>	Attendance and punctuality of PP pupils will improve (an influx of new PP pupils with historical low attendance in 2018 impacted on the school attendance)	Attendance will improve from 96.47 to 97%+ for PP pupils
<b>E.</b>	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 All disadvantaged children will attend school journey School will pay for entrance fees for independent school (scholarship application) applications.

#### 4. Planned expenditure

Academic year

2018/19

The 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.

#### 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?
<p><b>A. To reduce any significant gaps in knowledge and understanding, exacerbated by the increased expectations of the new, more challenging curriculum in KS2 – the school 2019 drive is to ensure maximum progress for the school's PP children.</b></p> <p><b>PP children will be selected to read with a trained reading volunteer once or twice per week.</b></p>	<p>1-1 tuition and small booster, group work, Easter school etc. for the school's PP children. These lessons will be taught by experienced teachers only.</p>	<p>This approach has a 'track record' of being effective for individuals who are 'stuck' or who have plateaued in their learning.</p>	<p>Planning and delivered will be monitored and the data will be scrutinised x2 termly.</p>	SSLT	<p>January 2020</p> <p>£2,000</p>
	<p>Beanstalk readers are trained to used strategies to move child forwards in their reading.</p>	<p>Data demonstrates that this intervention has an impact on raising the children's attainment in reading.</p>	<p>Registers of volunteer attendance are kept and individual data is scrutinised.</p>	SLT	£2,568

#### i. 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><b>B. The basic skills of key children will be significantly improved, closing gaps in knowledge</b></p>	<p>Pupil premium teacher</p> <p>1-1 and small group tuition with SLT</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>All staff members will be involved in pupil progress reviews (PPRs) to ensure that support is targeted at the right individuals</p> <p>Staff with 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 2020</p> <p>£70,373.00</p>

<p><b>C. The behaviour, emotional well-being and mental health of key individuals will improve. Children will be able to regulate their emotions more effectively.</b></p>	<p>Place2Be – 1.5 days per week</p>	<p>Place2Be has now been running for three 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>	<p>Ensure referrals for Place2Be are continually monitored and discussed in SLT meetings</p> <p>Ensure Place2Talk is promoted with the whole school</p>	<p>SLT</p>	<p>January 2020</p> <p>£19,500</p>
<p><b>D. Attendance and punctuality will improve</b></p>	<p>Paid breakfast club places Punctuality prizes and trips will be announced in assembly.</p>	<p>Historically, this approach has worked well in significantly improving the attendance and punctuality of key children for whom this has been an issue</p>	<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>	<p>Jean Smith</p>	<p>January 2020</p> <p>£3000</p>
<p><b>E. Disadvantaged children will have access to the same high-quality resources and wider opportunities as non-disadvantaged children</b></p>	<p>Contributions made towards resources</p> <p>Contributions made towards clubs and music lessons</p> <p>Contributions made towards school journey</p>	<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>	<p>Monitor club uptake</p> <p>Ensure entitled parents are aware of financial support available</p>	<p>SLT</p>	<p>January 2018</p> <p>£3000</p>
<p><b>Total budgeted cost</b></p>					<p>£100,441</p>

5. Review of expenditure				
Previous Academic Year		2017-2018 funding £101,1160		
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	Pupil Premium teacher  'Vulnerable Groups Coordinator' to support PP children in years 1 to 6.  One-to-three and one-to-one tuition.	See data at top of report The school had disappointing results compared to historical data. This was in part due to new pupils arriving in yrs5 and 6. However, the school have strategies to prevent a repeat of the drop in data. However, the absence data throughout the school demonstrates no significant gap between the PP children and the rest of the school.	Tuition and targeted support from the SLT and PP teacher, vulnerable groups co-ordinator 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)  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).	£77,121.00
Beanstalk reading volunteers.	Reading 1-1 with a volunteer.	The selected children had raised reading attainment using this individualised model.	The school evaluated this this was a strategy that should continue.	£2,568.00
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
A positive impact on punctuality and attendance for identified pupils.  To ensure Pupil Premium Pupils have a calm start to the day	Breakfast club, trips and PP clubs	There is no significant gap between the PP children and the rest of the school. 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. To allow parents to directly refer their child if they have a concern. Effective use of pupil voice with the option for pupils to self-refer 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> <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>£18,839.00</p>
<p><b>Total cost for the year 17/18</b></p>				<p><b>£102,508.00</b></p>