

Pupil Premium Impact Statement (2017-2018)

1. Summary information					
School	Christ Church CE Primary School				
Academic Year	2017-18	Total PP budget	£137,133	Date of most recent PP Review	Sep 17
Total number of pupils	220	Number of pupils eligible for PP	103	Date for next PP Strategy Review	Sep 18

2. Current attainment of Y6 pupils 2018				<i>*To be included when available.</i>
	<i>Pupils eligible for PP</i>	<i>All Pupils</i>	<i>*National Other Pupils</i>	
% achieving national standard in reading, writing and mathematics	67%	73%		
% achieving higher standard in reading, writing and mathematics	0%	0%		
Pupils' progress score in reading	+5.4	+5.1		
Pupils' progress score in writing	-1.1	-1.9		
Pupils' progress score in mathematics	+4.4	+3.7		
Pupils' average scaled score in reading	107	108		
Pupils' average scaled score in mathematics	105	106		

A.

Outcomes	Success Criteria								
<p>To raise the attainment of the PPG in CLL in the EY. This will be measured each term by the school's EY tracking system and by the speech & language team's assessments.</p>	<ul style="list-style-type: none"> 65% PPG achieve GLD 100% of PPG to move up at least one Blank Level and 65% of PPG to be Blank Level 4 by July 2018 								
Action	Impact								
<ul style="list-style-type: none"> Develop pupil's communication and language skills to ensure they can access the EY curriculum. Use Blank Level TALC assessments to track progress in understanding and speaking. SALT will complete session observations and feedback to LSAs. 	<p>Pre-intervention data (September):</p> <table border="1" data-bbox="1093 710 1886 821"> <thead> <tr> <th>Blank 1</th> <th>Blank 2</th> <th>Blank 3</th> <th>Blank 4</th> </tr> </thead> <tbody> <tr> <td>1/30 = 3%</td> <td>17/ 30 = 57%</td> <td>11/30 = 37%</td> <td>1/30 = 3%</td> </tr> </tbody> </table> <p>Post intervention - Reception end of year data TALC/SALT data (July):</p> <p>20/30 = 67% of pupils achieved Blank Level 4 (ARE) 30/30 = 100% of pupils progressed at least one Blank Level 17/30 = 57% progressed at least 2 Blank Levels, 12% of which achieved 3 Blank Levels.</p> <p>Speech and language has had a positive impact on our pupils. The groups are assessed by a SALT and delivered by a small team (x3) of ELKLAN trained school based LSAs. The SALT monitors and updates staff weekly.</p> <p>GLD = 63% PPG GLD = 55%</p>	Blank 1	Blank 2	Blank 3	Blank 4	1/30 = 3%	17/ 30 = 57%	11/30 = 37%	1/30 = 3%
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B.

Outcomes	Success Criteria																		
<p>To increase the proportions of children achieving the expected level in the Year 1 phonics check.</p> <p>Proportions of children achieving the expected level at end of Year 2 phonics check.</p>	<ul style="list-style-type: none"> • 80% PPG to achieve phonics check in Year 1 • 90% PPG to achieve phonics check in Year 2 																		
Action	Impact																		
<ul style="list-style-type: none"> • Early intervention meetings delivered to N/R parents. • Weekly targeted family learning sessions. • Breakfast phonics booster Year 1. • RWI training for new starters. • RWI CPD for LSAs and staff who need a refresher. • Monitoring of phonics teaching. • Parent phonics workshops. • Phonics intervention teacher employed to teach groups outside of RWI lessons. 	<p>Year 1:</p> <table border="1" data-bbox="1093 655 1637 778"> <thead> <tr> <th>2017</th> <th>2018</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>79%</td> <td>79%</td> <td>63% PPG</td> </tr> <tr> <td>83% Nat</td> <td>83% Nat</td> <td>Not avail.</td> </tr> </tbody> </table> <p>Year 2:</p> <table border="1" data-bbox="1093 858 1637 981"> <thead> <tr> <th>2017</th> <th>2018</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>88%</td> <td>91%</td> <td>92% PPG</td> </tr> <tr> <td>91% Nat</td> <td>91% Nat</td> <td>Not avail.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • 5 out of 7 (71%) PPG pupils passed the phonics check. The 2 pupils that didn't pass are SEN and are under SALT and LSS. • 3 out of 5 (60%) PPG pupils in Year 2 passed the phonics check. 1 pupil is SEND and will be moving to language resource provision from September 2018. • Daily phonics each day for every child in Year 1. • Target groups of children (3-6 pupils) breakfast phonics x 3 mornings per week for 6 weeks. • Target children also everyday readers. Focussed work to link reading and 	2017	2018	2018	79%	79%	63% PPG	83% Nat	83% Nat	Not avail.	2017	2018	2018	88%	91%	92% PPG	91% Nat	91% Nat	Not avail.
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	<p>phonics provided to parents to support at home.</p> <ul style="list-style-type: none"> • Children were assessed at the end of each half term for both Read Write Inc. and previous years phonic tests. • Consistent progress made with target group.
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C.

Outcomes	Success Criteria
To ensure greater progress in reading across all year groups.	<ul style="list-style-type: none"> • To close the gap in reading attainment • To achieve NA in reading at ARE ad GD by the end of Year 6 • To improve progress to match writing and mathematics and to exceed NA
Action	Impact
<ul style="list-style-type: none"> • Embedding the effective delivery of the English curriculum through the development of strong subject knowledge and understanding of effective practice in the teaching of reading & writing, with a particular focus on reading. 	<p>Results in reading in 2016/2017 were disappointing. KS2 results - 59% (14%) - being below National Figures - 71% (25%). To ensure this was not repeated in 2017/2018, English (particularly Reading) remained a Key Priority (KP2) across the partnership which was led by an experienced and dedicated English team. To begin our journey for 2017/2018, a comprehensive Key Priority Action Plan was written which entailed an abundance of teaching and learning opportunities for staff, parents and children with rigorous monitoring throughout the year to boost.</p> <p>Our reading highlights for 2017/2018 include (but not limited to):</p> <ul style="list-style-type: none"> • ‘Starbooks’ - a whole school reading incentive for pupils, encouraging them to read at home at least 3 times per week; • Regular (at least twice per half term) reading council meetings with a formal agenda and minutes which are displayed in the school’s central library;

- Professional Reading Council roller banner provided for the central library to emphasise their role in the development of reading across the school;
- Reading at home reminder letter (co-written by the reading council) launched;
- Reading staff meeting which included: a re-fresh of reading skills from our 'Reading Journey' handbook, reading diet and how TALK strategies can be used to enhance whole class reading lessons;
- Our 'Poet-tree' display in front entrance (a picture of which was added to our Twitter page and then re-tweeted by Michael Rosen);
- World Book Day organised alongside the Reading Council which included the launch of 'The Big Read' which then continued to take place each half term for the remainder of the year;
- Reading council book scrutiny with written feedback provided;
- Regular reading journal scrutiny's with oral and written feedback provided;
- Two English leads attended Pie Corbett course (Reading – what works in KS2?);
- KS2 parent reading workshop: low engagement (10 attended) but 100% positive feedback;
- All classes visited the library;
- Simon from Eccles library visited school to promote the Summer Reading Challenge;
- To end the year, a reading newsletter was written to share all our wonderful achievements throughout the year! This also included a summer reading bingo sheet which children could complete over the holidays.

The impact of all of the above has ensured a positive outcome for all pupils with every year group making progress in reading. Our KS2 data has shown a significant improvement for all pupils - 90% (27%), with pupil premium pupils achieving 89% (28%) which shows that *we are* diminishing the difference between these pupils. Both these figures have surpassed National Figures -

	<p>71% (25%).</p> <p style="text-align: center;"><u>Reading Data Overview = ARE (GD)</u> 2017/2018 = 90% (27%) Pupil Premium Pupils = 89% (28%)</p> <ul style="list-style-type: none"> • NA = 71% (25%)
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D.

Outcomes	Success Criteria
To Increase the percentage of parents/carers involved in school life and their children’s learning.	<ul style="list-style-type: none"> • 100% up-take of target PPG in parental engagement research projects in Reception. • 50% increased attendance at parental workshops for parents/carers of PPG. • At least 85% attendance at Learner Review Days of PPG
Action	Impact
<ul style="list-style-type: none"> • Secure evidence to embed LPPA (Leading Parent Partnership Award). • Home visits for all new pupils to the school. • Stay and Play sessions for all Nursery and New Reception Parents and pupils. • Attend two learner review days. • Implement action research project with target PPG. • Access a weekly Parent Counselling Service through Place2Be for targeted parents / carers. • Engage in ‘Fun with Food’ initiative. 	<ul style="list-style-type: none"> • Objective of the Leading Parent Partnership Award for the year completed – open days to support parents/carers completing their child’s applications for Nursery/Reception/Secondary places for the next academic year. • A home visit was made by the Children & Families Officer for every new child that joined the school during 2017/18. • All new Nursery and Reception parents/carers attended 3 out of 5 Stay and Play sessions prior to their children joining the school. • Parent/Carer workshops have continued to be well attended with increased participation during the year at family learning/information sessions throughout the year.

	<ul style="list-style-type: none"> • Three parents accessed weekly counselling with the P2B counsellor. • 85% parental engagement at pupil learner / review days.
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E.

Outcomes	Success Criteria
To broaden experiences of TALK within a wider context to develop greater depth in reading, writing and mathematics.	<ul style="list-style-type: none"> • Increase the percentage of PPG working at greater depth in reading writing and mathematics in KS1 and KS2.
Action	Impact
<ul style="list-style-type: none"> • TALK training for ALL staff. • P4C training for Nursery and Year 6 teachers. • Half termly writing tasks planned to link to experiential learning, including trips and visitors. • Year 4 Shakespeare Project to deepen understanding of language and of audience. • Targeted intervention / support for pupils identified during pupil progress meetings, including pre-teaching and 'fix it' sessions. • Participation in a writing cluster group with local schools, focusing on developing key writing skills through sharing good practice. 	<p>TALK strategies; TALK prompts and promises well embedded in all classrooms to give pupils opportunities to talk about their learning.</p> <p>High Quality Talk from Teachers and LSA's to pupils and pupil to pupil.</p> <p>P4C training completed for Reception; Year 1 and Year 3 teachers. Nursery and Year 6 are embedded. Pupils now have a deeper discussion for all abilities through effective questioning and TALK strategies as seen in lesson observations and drop ins.</p> <p>Pupil voice indicates that pupils feel teacher talk has been reduced and that they feel more confident when presenting their ideas.</p> <p><i>90% of children felt that pupils talked more in lessons since the introduction of talk promises.</i></p> <p><i>75% feel more confident talking in front of the whole class.</i></p> <p><i>80% think that using the talk prompts is making them a better learner.</i></p>

	<p>Year 4 Shakespeare production showed a deeper understanding of language and a growth in confidence when speaking in front of an audience. 100% of pupils had a talking part of some description.</p> <ul style="list-style-type: none"> • Writing cluster meetings with Dawn Robertson has resulted in teachers linking quality texts to writing to enhance writing opportunities. • Targeted phonic interventions – 100% of pupils made progress.
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F.

Outcomes	Success Criteria
<p>To address children’s emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years.</p>	<ul style="list-style-type: none"> • To improve attendance for PPG to 96% • To reduce persistent absenteeism of PPG • To provide emotional and therapeutic support to identified pupils and families of target PPG.
Action	Impact
<ul style="list-style-type: none"> • Children’s and Families Officer to monitor PPG attendance. • Place2Be provision for targeted pupils and their parents. • Therapeutic interventions in place including: Happy To Be Me; Pyramid Club; Fun with Food; Wild Tribe and Forest Crew. • Commissioned multi-agency support including the Education and Welfare Service. 	<p>Place2Be</p> <p>One to one counselling has been running at full capacity throughout the year with a number of children exiting and new referrals accessing the service. Place2Talk remains popular here and is also at full capacity. Waiting list here is shorter although regular self-referrals are made. Place for Parents has been at full capacity and currently three parents are accessing the service. There is a short waiting list with two referrals in progress.</p> <p>Wild Tribe</p>

All Year 3 children participated in Wild Tribe this year. SDQ's were conducted pre and post intervention and changes in scores were monitored and recorded. These scores, alongside anecdotal feedback from staff, showed great improvements in children's self-confidence, attitude to learning and social interactions with peers.

Forest Crew

All Year 5 children participated in the Forest Crew programme. Children were able to challenge themselves and participate in a range of outdoor and adventurous activities. This allowed the children to take risks, push their own personal boundaries and develop social skills by through working with children from our partner schools.

Messy Crew

Messy Crew took place this year with a targeted group of children from Reception to Year 2. SDQ's were completed pre intervention and children were selected based on the results. The children really enjoyed participating and were able to show developments in their social interactions and fine motor skills.

Happy To Be Me

Happy to be me took place this year with a select group of Year 4 students. Students with low self-esteem were identified and asked to participate in an after-school club aimed at building up self-confidence and self-esteem. Questionnaires were conducted pre intervention and post intervention and the majority of children showed a marked increase in their self-esteem.

Pyramid Club

Pyramid club was used as a targeted intervention towards LKS2. Children from

	<p>Year 3 and Year 4 were encouraged to participate in a range of activities on Friday afternoon. Working in a group, the children were given chances to share their thoughts and feelings, build relationships and promote a feeling of safety and security within the school.</p>
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