

Pupil Premium Impact Statement (2018-2019)

1. Summary information					
School	Christ Church CE Primary School				
Academic Year	2018-19	Total PP budget	£132,000	Date of most recent PP Review	Sep 18
Total number of pupils	215	Number of pupils eligible for PP	100	Date for next PP Strategy Review	Sep 19

2. Current attainment of Y6 pupils 2019				<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	60%	57%	65%	
% achieving higher standard in reading, writing and mathematics	0%	0%	11%	
Pupils' progress score in reading	+0.3	+0.3		
Pupils' progress score in writing	-1.7	-2.6		
Pupils' progress score in mathematics	-2.2	-2.0		
Pupils' average scaled score in reading	104	104	104	
Pupils' average scaled score in mathematics	103	102	105	

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"> 70% 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 2019 								
Action	Impact								
<ul style="list-style-type: none"> Nursery screening – use the WellComm assessment tool to screen children’s speech and language skills and provide immediate targeted support where needed. To use the resources to enhance the skills of those children whose speech is developing along normal lines. To provide group reports for comparative purposes and also individual reports to support tailored interventions. Use Blank Level TALC (Test of Abstract Language Comprehension – ELKLAN). 	<p>Pre-intervention data (September):</p> <table border="1" data-bbox="1106 726 1883 869"> <thead> <tr> <th>Blank 1</th> <th>Blank 2</th> <th>Blank 3</th> <th>Blank 4 (ARE)</th> </tr> </thead> <tbody> <tr> <td>2/30 = 7%</td> <td>20/ 30 = 67%</td> <td>8/30 = 27%</td> <td>0%</td> </tr> </tbody> </table> <p>Post intervention - Reception end of year data TALC/SALT data (July): 15/30 = 50% of pupils achieved Blank Level 4 (ARE) 28/30 = 93% of pupils progressed at least one Blank Level 13/30 = 43% progressed at least 2 Blank Levels, 26% of which achieved 3 Blank Levels. 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 = 66% PPG GLD = 40%</p>	Blank 1	Blank 2	Blank 3	Blank 4 (ARE)	2/30 = 7%	20/ 30 = 67%	8/30 = 27%	0%
Blank 1	Blank 2	Blank 3	Blank 4 (ARE)						
2/30 = 7%	20/ 30 = 67%	8/30 = 27%	0%						

B.

Outcomes	Success Criteria																												
To close the gap between boys and girls in speaking, reading, writing, number and shape, space and measures in Reception.	<ul style="list-style-type: none"> 70% of boys to achieve GLD in speaking and writing 80% of boys to achieve GLD in reading; number, shape, space and measure 																												
Action	Impact																												
<ul style="list-style-type: none"> Introduce and embed 'Helicopter Stories' to develop spoken vocabulary to support reading and writing. Model weekly 'Story Scribe' sessions to develop sentence structure to support reading and writing. Embed maths mastery approaches to link with speaking and reasoning. Establish 'journaling' as part of maths mastery provision to support problem solving. 	<table border="1"> <thead> <tr> <th></th> <th colspan="2">2018</th> <th colspan="2">2019</th> </tr> <tr> <th></th> <th>Boys</th> <th>Girls</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>Literacy</td> <td>56%</td> <td>64%</td> <td>58%</td> <td>84%</td> </tr> <tr> <td>Maths</td> <td>56%</td> <td>71%</td> <td>58%</td> <td>92%</td> </tr> <tr> <td>Comm and Lang</td> <td>63%</td> <td>79%</td> <td>58%</td> <td>92%</td> </tr> </tbody> </table>					2018		2019			Boys	Girls	Boys	Girls	Literacy	56%	64%	58%	84%	Maths	56%	71%	58%	92%	Comm and Lang	63%	79%	58%	92%
		2018		2019																									
		Boys	Girls	Boys	Girls																								
	Literacy	56%	64%	58%	84%																								
	Maths	56%	71%	58%	92%																								
Comm and Lang	63%	79%	58%	92%																									
<p>Children are developing confidence in telling their own stories and beginning to draw pictures and write about their stories.</p> <p>Helicopter stories were introduced and pupils had the opportunity to scribe and act out their stories. This will need to be further embedded next year.</p> <p>Talk is a high priority, children using, talk prompts, talk promises and talk partners to develop talk. Topsy worked specifically with the EYFS team to develop talk.</p> <p>P4C training and lesson delivery aid speech and reasoning confidence in children.</p>																													

	<p>Super sentences used to model CVC words which can they develop into a short sentence.</p> <p>Maths journals were introduced which meant that the pupils were able to record their own findings.</p> <p>Homework showed that families used and built on knowledge shared.</p> <p>Family learning sessions were provided for Reception children in Literacy</p> <p>EY workshops were provided for Reading, Tapestry, writing and number.</p>
--	---

C.

Outcomes	Success Criteria
To increase articulation and reasoning throughout school for all pupils through the use of critical thinking and vocabulary across the curriculum where the confidence levels of children in public speaking is increased.	<ul style="list-style-type: none"> • Pupil talk prompts to be in use consistently. • All teachers and LSAs will follow the teacher talk moves to ensure consistency and minimise adult talk to increase pupil talk. • P4C embedded into all year groups across the Partnership. • Children using reasoning and critical thinking vocabulary across the curriculum. • 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"> • To embed P4C in every classroom with expectations for once a week, with flexibility within the weekly timetable. • To improve the public speaking skills and confidence of all children. 	<p>Increase in number of children reaching GLD in CL at the end of EYFS - raising by 3% year on year (16/17 GLD 70% and predicted GLD for 19/10- 79%).</p> <p>Increase in number of children reaching GLD in CL at the end of EYFS - raising by 3% year on year (16/17 GLD 70% and predicted GLD for 19/10- 79%).</p>

	<p>Positive impact on children's confidence when speaking in public e.g. Confidence when speaking in assemblies and announcing and introducing plays.</p> <p>Clarity of speech and use of standard English is improving- still working on volume of speech when talking to wider audiences.</p> <p>Children are practising structuring sentences orally which is beginning to have an impact and improvement on sentence structure in their writing.</p> <p>Developing children's reasoning abilities.</p>
--	--

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. 	<p>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.</p> <p>A home visit was made by the Children & Families Officer for every new child that joined the school during 2018/19.</p>

<ul style="list-style-type: none"> • Implement action research project with target PPG. • Access a weekly Parent Counselling Service through Place2Be for targeted parents / carers. 	<p>All new Nursery and Reception parents/carers attended at least 3 out of 5 Stay and Play sessions prior to their children joining the school.</p> <p>Parent/Carer workshops have continued to be well attended with increased participation during the year at family learning/information sessions throughout the year.</p> <p>Five parents accessed weekly counselling with the P2B counsellor.</p> <p>81% parental engagement at pupil learner / review days.</p>
--	--

E.

Outcomes	Success Criteria
<p>First Hand Experiences - to broaden experiences of writing within a wider context.</p>	<ul style="list-style-type: none"> • Eliminate the gap in attainment (expected or above) in writing between PPG (67% 2018) and other pupils (78% 2018).
Action	Impact
<ul style="list-style-type: none"> • TALK training for ALL staff. • P4C training for all staff. • 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. 	<p>Novel based learning now takes place in all KS1 & KS2 classes to ensure that children are reading a variety of high-quality texts every day.</p> <p>All English work is taught through the class novel meaning that reading skills are incorporated into every lesson.</p> <p>High Quality Talk from Teachers and LSA's to pupils and pupil to pupil.</p> <p>Early mark making workshop for families has already taken place and was well attended. This will help families to know how best to support mark making at home.</p> <p>Breakfast club phonics boosters- 100% of pupils made progress.</p>

<ul style="list-style-type: none"> 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>P4C training completed for all year groups, including NQTs. 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>Writing cluster meetings for KS1 and KS2 has resulted in teachers linking quality texts to writing to enhance writing opportunities.</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> <p>Pupil voice indicates that pupils feel teacher talk has been reduced and that they feel more confident when presenting their ideas.</p> <p>TALK strategies; TALK prompts and promises well embedded in all classrooms to give pupils opportunities to talk about their learning.</p> <p>Trips and Visitors are booked well in advance for all classes to ensure children have a memorable experience which has resulted in an improvement in children's engagement with writing.</p>
---	---

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. 	<p>Place2Be</p>

<ul style="list-style-type: none"> • 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>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> <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.</p> <p>Forest Crew</p> <p>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 school.</p> <p>Messy Crew</p> <p>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.</p>
--	--

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 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.

2018/19 Attendance: 95.8% PPG Attendance: 95%