

Pupil Premium Strategy (2018-2019)

1. Summary information					
School	Christ Church CE Primary				
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			
	<i>Pupils eligible for PP</i>	<i>All Pupils (school)</i>	<i>All Pupils (national)</i>
% achieving expected/above in reading, writing & maths (or equivalent)	73%	73%	64%
Reading progress score	+5.4	+5.1	+0.3
Writing progress score	-1.1	-1.9	+0.03
Mathematics progress score	+4.4	+3.7	+0.03

3. Barriers to future attainment	
In-school barriers	
A.	Low speech and language skills on-entry into Nursery and Reception

B.	Gap between boys and girls in reading, writing and number in Reception and phonics Year 1
C.	Articulation (talk) and reasoning leading to improved progress and attainment in writing
External barriers	
D.	Parental engagement
E.	Limited first hand experiences
F.	Issues associated with mental health and disadvantage

4. Outcomes		Success Criteria
A.	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.	<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
B.	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
C.	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.

		<ul style="list-style-type: none"> • Increase the percentage of PPG working at greater depth in reading writing and mathematics in KS1 and KS2.
D.	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.
E.	First Hand Experiences - to broaden experiences of writing within a wider context.	<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).
F.	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.	<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

5. Plan including actions, expenditures and review dates					
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Cost (approx.)	Termly Review
A. Nursery screening	Social disadvantage and Social mobility Over 50% of children in socially deprived areas may start school with impoverished speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at	Charlene Skeels (SENDCO) to liaise with the therapist and EY staff fortnightly. ½ term update meetings facilitated to review	Charlene Skeels with Reception and Nursery Teachers	1 x 0.2 AHT = £12,000 1 x 0.5 LSA2 = £12,000 SALT = £6,500	Termly Assessment Termly report to Governing Board.

<p>A. Use Blank Level TALC assessments to track progress in understanding and speaking.</p>	<p>age three. Use the WellComm assessment tool to:</p> <ul style="list-style-type: none"> • Wellcomm is a complete speech and language toolkit which supports practitioners working with children up to the age of six. • It enables teachers to quickly screen children's speech and language skills, and then to provide immediate targeted support where it is needed. • Using Wellcomm resources, practitioners can also enhance the skills of those children whose speech is developing along normal lines. • The aim is to increase the numbers of children whose speech, language and communication development is within the normal range. • Wellcomm provides Group Reports for comparative purposes and also individual reports to support tailored interventions. <p>In England, almost one child in four (23%) does not meet the expected level of language development by the age of five. Children living in poverty face a much greater risk of falling behind – one in three (35%) does not have the language skills</p>	<p>progress and next steps with CTs and LSAs who deliver the sessions. Modelling of techniques to targeted parents and cross-reference to target research group for CLL programme in Reception.</p> <p>SALT will complete session observations and feedback to LSAs.</p>			
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	<p>expected of a five-year-old. TALC = Test of Abstract Language Comprehension (Elklan):</p> <ul style="list-style-type: none"> • Based on the Language of Learning Model proposed by Blank, Rose and Berlin (1978). • Picture assessment. The topics for the six pictures have been carefully chosen to reflect the experiences of a wide and diverse population. • The child is shown a picture or is given four pictures to put in the correct order. The assessor asks the questions listed on the score sheet and notes can be made about the child's response. • 80% correct in a Level is considered a pass 				
<p>B. To close the gap between boys and girls in speaking, reading, writing and maths in Reception</p>	<ul style="list-style-type: none"> • Analysis of data overtime indicate that girls out perform boys in reading; writing and maths in Reception. • Introduce and embed 'Helicopter Stories' as an approach to develop children's spoken vocabulary to support reading and writing. • Phase Lead models weekly Story Scribe sessions to develop children's spoken sentence structure to support reading and writing. • Embed maths mastery approaches to 	<p>Reception Teacher leading on Helicopter Stories and Story Scribe. Phase Lead supporting 1 x RQT in Nursery for this academic year to provide modelling and training support. QFT provision matches the areas of need and</p>	<p>ST CS CS; AW & ST</p>	<p>£15,000</p>	<p>Half termly assessments. RAG Key Priority action plan. English team meetings.</p>

	<p>makes links between mathematics; speaking and reasoning,</p> <ul style="list-style-type: none"> Journaling now included and established in Reception, including the 'in focus' task to support problem solving. 	<p>these are reviewed on a half termly basis.</p> <p>Early intervention meetings delivered to N/R parents.</p> <p>Weekly targeted family learning sessions.</p>	<p>AW & ST</p> <p>ST & ABa</p>		
<p>C. To embed P4C in every classroom with expectations for once a week, with flexibility within the weekly timetable.</p> <p>C. To improve the public speaking skills and confidence of all children.</p>	<p>One in four children who struggled with language at age five did not reach the expected standard in English at the end of primary school compared with one in 25 children who had good language skills at age five.</p> <p>One in five children who struggled with language at age five did not reach the expected standard in maths at the end of primary school compared with one in 50 children who had good language skills at age five.</p> <p>We believe that by telling children answers, doing things for them, or showing them shortcuts, relieves them of their responsibilities and prevents them of the opportunity to make sense of the English or mathematics that they are learning.</p>	<p>P4C Policy Training</p> <p>Children become more confident to speak and know how to politely disagree.</p> <p>High quality paired talk.</p> <p>Note taking/ jotting during talk and thinking time.</p> <p>All pupils participate in dialogue over time.</p> <p>Adults rarely repeat children's words or instructions.</p> <p>Wait time after questions.</p> <p>Children are audible.</p> <p>Time is taken to evaluate the quality of talk.</p> <p>High accountability</p>	<p>The English Team</p> <p>The TALK Team</p>	<p>CPD = £10,000</p> <p>Cover = £3,200</p>	<p>RAG Key Priority Action Plan; report as standard item on LT agenda.</p> <p>Termly report to Governing Board.</p> <p>Data relating to the number of children reading at home in each class will be closely monitored and arising issues</p>

	<p>To help students engage in real learning, we must ask good questions, allow them to struggle, and place the responsibility for learning directly on their shoulders. By listening to them, we not only give them the opportunity to develop deep understanding but also enables us to develop true insights into what they know and how they think.</p>	<p>regarding listening. Pupil to pupil dialogue is evident. Children display good body language/ eye contact/ posture during talk. Bank of resources added to regularly for staff to share.</p>			<p>to be actioned. Teaching of reading to be monitored via walk throughs and reading journal scrutinies.</p>
<p>D. Secure evidence to embed LPPA (Leading Parent Partnership Award).</p> <p>D. Home visits for all new pupils to the school.</p> <p>D. Stay and Play sessions for all Nursery and New Reception Parents and pupils.</p> <p>D. Attend two learner review days.</p>	<p>Differences between parents in their level of involvement are associated with social class, poverty, health, and also with parental perception of their role and their levels of confidence in fulfilling it. We believe that we can only achieve the best for our children through developing a close relationship between home and school. There are many opportunities for parents and carers to find out about and to share in the education of their children and we are always readily available to talk to parents about any aspect of their child's development. We aim to do this in the context of a warm, welcoming and respectful ethos so that our caring ways are apparent to</p>	<p>UseLPPA criteria to regularly monitor and evaluate impact.</p> <p>There is an established Pastoral team who monitor parental engagement.</p> <p>Research projects are evaluated in partnership with Challenge Partner North West schools.</p> <p>Parent and pupil voice.</p>	Pastoral Team	£20,000	<p>Pastoral Team minutes. RAG LPPA action plan.</p>

<p>D. Implement action research project with target PPG.</p> <p>D. Access a weekly Parent Counselling Service through Place2Be for targeted parents / carers.</p> <p>D. Engage in 'Fun with Food' initiative.</p>	<p>all who stay with us and so that our children will develop strong and positive values.</p>				
<p>E. TALK training for ALL staff. P4C training for all staff.</p> <p>E. Half termly writing tasks planned to link to experiential learning, including trips and visitors.</p> <p>E. Year 4 Shakespeare Project to deepen understanding of</p>	<p>We have known for a long time that talk is essential to children's thinking and learning, and to the productive engagement in classroom life, especially in the early and primary years. We now have additional evidence, from over 20 major international studies, that high quality classroom talk raises standards in the core subjects as typically measured in national and international tests.</p> <p><i>Robin Alexander – letter to the Secretary of State 30 September 2011</i></p>	<p>English team provide training and opportunities to reflect on progress in staff meetings. This includes writing moderation involving all staff. Regular project book scrutinies are undertaken to ensure that extended writing for a range of purposes is evident.</p>	<p>Fiona Holmes and the English team across the Partnership.</p> <p>Topsy TALK /P4C training</p>	<p>£20,000</p> <p>£3,500</p>	<p>RAG Key Priority action plan. Reviewed at CTG meetings. Half termly Cluster meetings. LT meetings.</p>

<p>language and of audience.</p> <p>E. Targeted intervention / support for pupils identified during pupil progress meetings, including pre-teaching and 'fix it' sessions.</p> <p>E. Participation in a writing cluster group with local schools, focusing on developing key writing skills through sharing good practice</p>	<p>Analysis of attainment in writing at the end of the academic year (2018) demonstrated a gap between disadvantaged pupils and other pupils. The school had undertaken a successful 'Challenge the Gap' project in the previous academic year focusing on improving writing through first hand experiences. This involved lesson study and studying research regarding strategies to raise attainment for disadvantaged pupils. The school's long term curriculum plan has been developed further from September 2018, enabling staff to plan meaningful, purposeful writing trips based on associated trips and visits. Project books were introduced to facilitate cross curricular writing based on skills and knowledge particularly through Geography and History.</p>	<p>Termly pupil progress meetings focus on attainment and progress of individual pupils, identifying those requiring targeted support.</p> <p>Half termly Phase meetings monitor the progress of identified pupils.</p>			
<p>F. Children's and Families Officer to monitor PPG attendance.</p>	<p>Key mental health facts:</p> <p>Over 1 million children in the UK have a mental health problem. Nearly half of young people with mental health</p>	<p>There is an established Pastoral Team to whom the Children and Families Officer is accountable.</p>	<p>Anne Barlow - Children and Families Officer Martyn Harby</p>	<p>£35,000</p>	<p>Pastoral Team minutes. Place2Be termly report.</p>

<p>F. Place2Be provision for targeted pupils and their parents.</p> <p>F. Therapeutic interventions in place including: Happy To Be Me; Pyramid Club; Fun with Food; Wild Tribe and Forest Crew.</p> <p>F. Commissioned multi-agency support including the Education and Welfare Service.</p>	<p>problems drop out of full time education by age 15. Over 90% of young offenders had a mental health problem in childhood. 1 in 6 adults have a mental health problem. The World Health Organisation predicts that depression will be the 2nd largest killer of all parents by 2020.</p> <p>Some of the reasons for this: More than 750,000 children experience domestic violence each year. Up to 1.3 million children are carrying the ‘family secret’ of living with parents who misuse alcohol. Almost a third of all children had been bullied twice in the past month and five per cent reported they were bullied ‘most days’.</p> <p>Impact of poor mental health: Children who do not have access to support often become adults who are unable to work or make a positive contribution to the community.</p>	<p>Place2Be therapists’ have weekly supervision. The Place2Be Project Manager is also represented on the Pastoral Team. The school has termly review meetings with Place2Be regional manager. The EWO service is commissioned for ½ day per week.</p>	<p>– Project Manager Place2Be Pastoral Team</p>		<p>Termly Report to Governing Board.</p>
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