

## Pupil Premium Strategy and Impact Statement (2019-2021)

1. Summary information					
School	Christ Church CE Primary				
Academic Year	2019-20	Total PP budget	£135,000	Date of most recent PP Review	Sep 19
Total number of pupils	216	Number of pupils eligible for PP	100	Date for next PP Strategy Review	Sep 21

Academic Year	2020-21	Total PP budget	£112,770.00	Date of most recent PP Review	Sep 19
Total number of pupils	213	Number of pupils eligible for PP	82	Date for next PP Strategy Review	Sep 21

Academic Year	2020-21	Total 'Catch-Up' funding	£8,522
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2. Current attainment (June 2019)			
	<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)	60%	57%	65%
Reading progress score	+0.3	+0.3	+0.3
Writing progress score	-1.7	-2.6	+0.3
Mathematics progress score	-2.2	-2.0	+0.3

<b>3. Barriers to future attainment</b>	
<b>In-school barriers</b>	
<b>A.</b>	Low speech and language skills on-entry into Nursery and Reception
<b>B.</b>	Gap between boys and girls in C&L; PSED; Literacy and Mathematics in Reception
<b>C.</b>	Gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics
<b>D.</b>	Articulation (talk) and reasoning leading to improved progress and attainment in reading, writing and mathematics
<b>External barriers</b>	
<b>E.</b>	Parental engagement
<b>F.</b>	Limited first hand experiences
<b>G.</b>	Issues associated with mental health and disadvantage
<b>H.</b>	COVID-19

A. Outcomes		Success Criteria			
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"> <li>70% PPG achieve GLD.</li> <li>100% of PPG to move up at least one Blank Level and 65% of PPG to be Blank Level 4 by July 2020.</li> </ul>			
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
<b>A. Nursery screening</b>	<p><b>Social disadvantage and Social mobility</b> 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 age three.</p> <p>Use the WellComm assessment tool to:</p> <ul style="list-style-type: none"> <li>Wellcomm is a complete speech and language toolkit which supports practitioners working with children up to the age of six.</li> <li>It enables teachers to quickly screen children's speech and language skills, and then to provide immediate targeted support where it is needed.</li> <li>Using Wellcomm resources, practitioners can also enhance the skills of those children whose speech is developing along normal lines.</li> </ul>	<ul style="list-style-type: none"> <li>CSk (SENDCO) to liaise with the therapist and EY staff fortnightly.</li> <li>½ term update meetings facilitated to review progress and next steps with CTs and LSAs who deliver the sessions.</li> <li>Modelling of techniques to targeted parents and cross-reference to target research group for CLL programme in Reception.</li> </ul>	CSk with Reception and Nursery Teachers	1 x 0.2 AHT = £12,000 1 x LSA3 = £25,000 SALT = £6,500	Termly Assessment. Termly report to Governing Board.

<p><b>A. Use Blank Level TALC assessments to track progress in understanding and speaking.</b></p>	<ul style="list-style-type: none"> <li>• The aim is to increase the numbers of children whose speech, language and communication development is within the normal range.</li> <li>• Wellcomm provides Group Reports for comparative purposes and also individual reports to support tailored interventions.</li> </ul> <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 expected of a five-year-old.</p> <p>TALC = Test of Abstract Language Comprehension (Elklan):</p> <ul style="list-style-type: none"> <li>• Based on the Language of Learning Model proposed by Blank, Rose and Berlin (1978).</li> <li>• Picture assessment. The topics for the six pictures have been carefully chosen to reflect the experiences of a wide and diverse population.</li> <li>• 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.</li> <li>• 80% correct in a Level is considered a pass.</li> </ul>	<ul style="list-style-type: none"> <li>• SALT will complete session observations and feedback to LSAs.</li> </ul>		<p>1 x LSA3 (3 x am per week) = £8,100</p>	
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IMPACT 2019-2020	IMPACT 2020-2021
<p>SALT assessments with Reception children undertaken in Sept/Oct by SLT (Laura Clitheroe). Children grouped accordingly and regular sessions delivered by LSA 3. Regular visits from SALT to liaise with AHT, SENDCo and LSA. Groups regularly amended as needed and children progress.</p> <p>Blank Level approaches used throughout EYFS alongside P4C and Talk strategies to up-level language skills.</p> <p>WELLCOMM assessments undertaken in Nursery in October- will be re-assessed in March.</p> <p>AHT modelled Blank Levelling to parents in Early Help Workshops with in October.</p> <p>Assessments not re-taken in light of school COVID closure so no end of year data available. Resources were posted to parents during lockdown across the school partnership.</p>	<p>SALT assessments with Year 1 undertaken in Sept by SLT (Mehreen Khan) as they were not screened in July 20 due to school closures. JBD worked with the Year 1 children at Blank Level 2 and 3, 1 x weekly to try and progress them. All children have predominately been accessing 'Blank level questions in continuous provision' as suggest by SALT in their report.</p> <p>SALT assessments with Reception undertaken in October/Nov by SLT (Mehreen Khan) Children grouped accordingly and regular sessions delivered by LSA 3 and AW, whilst she was non classed based in Summer Term. Reassessment happened in July for end of Year data, awaiting report from SLT</p> <p>Blank Level approaches used throughout EYFS alongside P4C and Talk strategies to up-level language skills.</p> <p>WELLCOMM assessments undertaken in Nursery in October, they have been reassessed in December and June. Groups delivered regularly by LSA 3.</p> <p><b>March 2021 after lockdown</b></p> <p>14/28 ARE 50% Level 7-9 10/28 36% JUST Below at level 6 2/28 7% no engagement one EAL and one developmental delays 2/28 7% SEND</p> <p><b>November 2020</b></p> <p>10 children moved up 1 level or more 8 children stayed the same 6 children ARE on entry 2 children no engagement 1 SEND</p> <p>Neli Project joined, 1 LSA trained. Some inconsistency due to national lockdown (Jan-March 2021) and bubble closures/staffing absence. Plan in place to continue next year.</p>

B. Outcomes	Success Criteria
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To close the gap between boys and girls in listening and attention; understanding; speaking; managing feelings and behaviour; reading, writing, number and shape, space and measures in Reception.		<ul style="list-style-type: none"> <li>70% of boys to achieve ELG in listening and attention; understanding; speaking; managing feelings and behaviour; reading, writing, number and shape, space and measures.</li> </ul>			
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
<p><b>B. Helicopter Stories.</b></p> <p><b>B. Story Scribe sessions.</b></p> <p><b>B. Maths Mastery and journaling.</b></p>	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 makes links between mathematics; speaking and reasoning. Journaling now included and established in Reception, including the 'in focus' task to support problem solving.	<ul style="list-style-type: none"> <li>Reception Teacher leading on Helicopter Stories and Story Scribe.</li> <li>TALK consultant supporting Phase 1 staff for this academic year to embed TALK strategies.</li> <li>QFT provision matches the areas of need and these are reviewed on a half termly basis.</li> <li>Early intervention meetings delivered to N/R parents.</li> <li>Weekly targeted family learning sessions.</li> </ul>	<p>AW</p> <p>TALK Team &amp; T. Page (Consultant) JB; CS; AW &amp; ST</p> <p>AW &amp; ST</p> <p>ST &amp; ABa</p>	1 x LSA3 (2 x am per week) = £5,400	Half termly assessments. Phase Meetings.
<b>IMPACT 2019-2020</b>		<b>IMPACT 2020-2021</b>			
<ul style="list-style-type: none"> <li>March data shows that 17/27 chn on track for GLD = 63%</li> <li>70% on track for CL</li> <li>63% on track for Literacy</li> <li>78% on tack for EAD</li> <li>17/27=63% on track for Maths</li> </ul>		<ul style="list-style-type: none"> <li>Summer data shows that 10/29 = 34% Reception children have achieved the expected level in the GLD areas of learning.</li> </ul> <p><b>End of year data</b></p> <ul style="list-style-type: none"> <li>14/29 = 48% expected (ARE) for C&amp;L (Listening, attention &amp; Understanding)</li> <li>3/29=10% (Speaking)</li> </ul> <p><b>Those at ARE ( Expected) for Literacy</b></p> <ul style="list-style-type: none"> <li>12/29=41%- Comprehension</li> </ul>			

<p>The attainment gaps between boys and girls was closing as 73% of boys were on track for GLD in Reading, writing and maths and 63% of girls for maths, 69% for Literacy.</p>	<ul style="list-style-type: none"> <li>• 10/29= 34%- Word reading</li> <li>• 10/29=34%- Writing</li> <li>• 14/29 = 48% ARE for EAD ( Creating with material) 6/29=21% ( Being imaginative)</li> <li>• 10 / 29= 34% for Maths ( Number and Numerical patterns)</li> </ul> <p><b>Attainment gaps between boys and girls</b></p> <p><b>Prime Areas:</b></p> <ul style="list-style-type: none"> <li>• 10/14= 71% of girls meeting ARE</li> <li>• 4/16= 25% of boys ARE</li> </ul> <p><b>Specific Areas:</b></p> <ul style="list-style-type: none"> <li>• 9/13=69% of girls meeting ARE Lit and Maths</li> <li>• 2/16=12.5% of boys meeting ARE for Lit and Maths</li> </ul>
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C. Outcomes		Success Criteria			
<p>To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics.</p>		<ul style="list-style-type: none"> <li>• 75% of PPG to achieve the expected standard or above in reading.</li> <li>• 70% of PPG to achieve the expected standard or above in writing.</li> <li>• 75% of PPG to achieve the expected standard or above in mathematics.</li> </ul>			
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
<p><b>C. Reading comprehension.</b></p> <p><b>C. Novel based approach to teach reading.</b></p> <p><b>C. Implement vocabulary rich environments.</b></p>	<p>Analysis of data shows that there is a gap between disadvantaged and non-disadvantaged in KS1. This has highlighted the importance of instilling a love of reading in school and at home. The school recognises the importance of having an approach in schools that links the teaching of reading to writing as well as to grammar and spelling. To support this, the school recognises the importance of establishing vocabulary rich environments,</p>	<ul style="list-style-type: none"> <li>• Reading comprehension taught once per week.</li> <li>• Reading records for all pupils.</li> <li>• Home reading tracked daily for all pupils. Target 85% of pupils to read at least 5 times per week at home as</li> </ul>	<p>All KS1 staff</p> <p>The English Team</p>	<p>Lead Teacher Release (12 days) = £ 3,600</p>	<p>Termly reading data for each class.</p> <p>Weekly reading cup – increase in amount of pupils reading at home.</p>

<p><b>C. Embed Maths Mastery approaches.</b></p>	<p>both visually, through texts; quality first teaching and orally to support pupils who are at a disadvantage compared to pupils with an already wide vocabulary base. It also recognises the link between Maths Mastery and speaking and reasoning.</p>	<p>per the school home/school agreement.</p> <ul style="list-style-type: none"> <li>• Novel based approach across ALL classes in KS1 to ensure consistency.</li> <li>• Vocabulary pre-planned whilst developing planning for novel based approach.</li> <li>• Mathematics team supported by NWMH2.</li> </ul>	<p>The Maths Team</p>		<p>RAG Key Priority action plan.</p> <p>English and Mathematics Team meetings.</p>
<p><b>IMPACT 2019-2020</b></p>		<p><b>IMPACT 2020-2021</b></p>			
<ul style="list-style-type: none"> <li>• Class running reading records completed daily has enabled class teachers to identify those children not reading at home regularly. Furthermore, teachers can discuss with parents and monitor progress.</li> <li>• The use of PiXL style reading comprehensions used in Y2 has given children a varied amount of question styles which has had a positive impact when children complete reading assessments. Children are much more comfortable as they have seen the style of questions before.</li> <li>• Novel based approach has enabled children from Y1-6 to develop their GPS and reading skills as well as provide an extensive range of writing opportunities across the year groups.</li> <li>• Use of spelling logs/word dictionaries in Y2-6 has raised the profile of vocabulary not just in English but across the wider curriculum. Children are beginning to take ownership over their own dictionaries by adding interesting and subject specific vocabulary independently.</li> </ul>		<ul style="list-style-type: none"> <li>• Class teachers keep a daily running record of daily reading. Even during school closure. Furthermore, teachers can discuss this with parents and through welfare calls.</li> <li>• The use of PiXL style reading comprehensions used in Y2 has given children a varied amount of question styles which has had a positive impact when children complete reading assessments. Year 1 use the PiXL interview questions to help teacher assessment and to prepare the children for reading assessments in Year 2. Children are much more comfortable as they have seen the style of questions before.</li> <li>• Oxford Reading and RWI reading materials provided during school closure for Year 1 and Year 2 children. Teachers could monitor this and speak to parents via welfare calls and Seesaw.</li> <li>• Year 1 moved to a continuous provision approach to learning. This has allowed those children that were working on the EYFS curriculum time to develop specific areas before moving onto the Year 1 curriculum.</li> </ul>			



<ul style="list-style-type: none"> <li>• Vocabulary starters have been added to the start of each lesson in Year 1 to aid the novel based approach. This explains the meaning behind words which may need some clarity.</li> <li>• Daily Maths Fluency Lesson were added to the timetable for Year 1 and 2 to ensure that subject knowledge of number bonds is strong and will be a good foundation for progress throughout the following years.</li> <li>• Ensuring that children have a firm understanding of mathematical methods (e.g. the use of tens frames and part part whole) used to show reasoning in their Maths Journal.</li> <li>• Using a Maths problem to start a lesson which encourages discussion and reasoning amongst peers. Then using quality first teaching to explore all methods of how the problem can be solved.</li> </ul>	<ul style="list-style-type: none"> <li>• Novel based approach has enabled children from Y1-6 to develop their GPS and reading skills as well as provide an extensive range of writing opportunities across the year groups. This continued through home learning.</li> <li>• Vocabulary starters and rainbow challenged have been added to the start of each lesson in Year 1 to aid the novel based approach. This explains the meaning behind words which may need some clarity.</li> <li>• Daily Maths Fluency Lesson were added to the timetable for Year 1 and 2 to ensure that subject knowledge of number bonds is strong and will be a good foundation for progress throughout the following years.</li> <li>• Ensuring that children have a firm understanding of mathematical methods (e.g. the use of tens frames and part part whole) used to show reasoning in their Maths Journal.</li> <li>• Using a Maths problem to start a lesson which encourages discussion and reasoning amongst peers. Then using quality first teaching to explore all methods of how the problem can be solved.</li> </ul>
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<b>D. Outcomes</b>	<b>Success Criteria</b>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Pupil talk prompts to be in use consistently.</li> <li>• All teachers and LSAs will follow the teacher talk moves to ensure consistency and minimise adult talk to increase pupil talk.</li> <li>• All classes will have planned purposeful talk activities to increase the number of children taking part/sharing answers across all subjects.</li> <li>• P4C will be embedded into all year groups across the Partnership.</li> <li>• Deeper questions to be developed by children during P4C sessions.</li> <li>• Evidence of children using reasoning and critical thinking vocabulary across the curriculum.</li> <li>• Gaining the Bronze Award for P4C.</li> <li>• Confidence levels of children in public speaking is increased.</li> <li>• Audibility of children is a high priority in all lessons.</li> </ul>

		<ul style="list-style-type: none"> <li>Active listening is regularly challenged.</li> <li>Reflection points from 'Talk Audits' are shared and addressed in all classes.</li> <li>Increase the percentage of PPG working at greater depth in reading writing and mathematics in KS1 and KS2.</li> </ul>			
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
<p><b>To embed P4C in every classroom with expectations for once a week, with flexibility within the weekly timetable.</b></p> <p><b>To improve the public speaking skills and confidence of all children.</b></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>Led by established TALK Team</p> <p>P4C Policy</p> <p>Training – consultant support</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.</p> <p>Leadship Meeting.</p> <p>Termly report to Governing Board.</p>
IMPACT 2019-2020		IMPACT 2020-2021			
<ul style="list-style-type: none"> <li>Children in Upper KS2 recorded the school answerphone message.</li> <li>Children in KS2 would introduce their own assemblies and older children would introduce events such as the nativity and end of year play to parents.</li> <li>Bronze award received.</li> <li>In Reception there were less children who needed ELKLAN SALT interventions below Level 4 than in 2018/19 - This was noted by Buy in SALT as chn's ability to reason and explain was noticed.</li> </ul>		<ul style="list-style-type: none"> <li>Talk promises on display in class and referred to in all lessons.</li> <li>Pupils in Year 6 recorded a vlog on Seesaw of themselves reviewing books they had read.</li> <li>Pupil talk prompts used in lessons to support pupil's learning and to consolidate talk strategies.</li> <li>Less teacher talk is evident during lesson observations giving pupils opportunity to speak in class and talk in pairs/groups to rationalise and share their ideas.</li> <li>All new staff attend training with Topsy Page to ensure a consistent approach with talk strategies.</li> <li>Talk/P4C refresher staff training each year for teachers and LSA's.</li> </ul>			

	<ul style="list-style-type: none"> <li>• P4C lessons fully embedded in all classes across the Partnership.</li> <li>• Regular P4C lessons ensure there is opportunity to develop deeper level questioning, reasoning and critical thinking.</li> <li>• Increased use of ambitious vocabulary.</li> <li>• Audibility has been a focus in class and pupils encourage their peers to speak louder if they struggle to hear them. Year 4 in particular have worked on audibility in class during their Shakespeare drama sessions.</li> </ul>
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E. 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"> <li>• 100% up-take of target PPG in parental engagement research project in Nursery (Raising Attainment of Early Literact – REAL).</li> <li>• 100% up-take of target PPG in parental engagement projects in Reception.</li> <li>• 50% increased attendance at parental workshops for parents/carers of PPG Nursery; Reception and Year 1.</li> <li>• At least 85% attendance at Learner Review Days of PPG.</li> </ul>			
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
<p><b>Home visits for ALL pupils new to the school.</b></p> <p><b>Participation in REAL (Raising Attainment in Early Literacy) project with target Nursery parents / carers ad their children.</b></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	<p>CFO to work in Partnership with Class Teachers and HoS to ensure all home visits take place.</p> <p>Project managed by LA and Partner School Lewis Street. Class teacher to attend all REAL cluster meetings and provide feedback.</p>	<p>ABa &amp; Pastoral Team</p> <p>REAL Project Team: ST &amp; AW</p> <p>ST &amp; AW</p>	<p>£17,000</p> <p>FUNDED</p> <p>£2,400</p>	<p>Pastoral Team minutes.</p> <p>Half termly REAL Cluster Meetings.</p> <p>Leadership Team Meetings.</p>

<p><b>Stay and Play sessions for all Nursery and New Reception Parents and pupils.</b></p> <p><b>Attend two learner review days.</b></p> <p><b>Termly EAL /Family Learning for parents and carers.</b></p> <p><b>Access a weekly Parent Counselling Service through Place2Be for targeted parents / carers.</b></p>	<p>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 all who stay with us and so that our children will develop strong and positive values.</p> <p>Research shows that almost all those engaged in family learning courses are highly-motivated and actively involved in their own learning and development. There is clear evidence that the life chances of those families experiencing particular challenges are being improved as a result of their engagement in family learning. Almost all learners report improvement in their health and/or wellbeing. Family learning is responsive to identified needs. There is evidence that family learning is supporting families to minimise the impact of poverty on learning and achievement and leads to stronger home-school links which are improving outcomes for learners.</p>	<p>Planned; managed and attendance tracked by AHT.</p> <p>Release time given to ALL teachers to allow more time for individual appointments with parents and carers. Target attendance = 85%.</p> <p>Track attendance of targeted families.</p> <p>Monitor feedback from targeted families.</p> <p>Highlight trends to improve early intervention strategies.</p> <p>Managed by the school Pastoral Team.</p>	<p>All teaching and pastoral staff</p> <p>AW &amp; ABa (Children &amp; Families Officer)</p> <p>MH (Place2Be Project Manager) with ABa (Children &amp; Families Officer)</p>	<p>£11,750</p>	<p>Track % attendance.</p> <p>Pastoral Team Meetings.</p> <p>Place2Be Termly Report to Governors.</p>
<p><b>IMPACT 2019-2020</b></p>		<p><b>IMPACT 2020-2021</b></p>			
<p>Home visits continue to provide invaluable information to all staff. This linked in well with the REAL project where learning began in partnership with home and school in January. Staff gained much from the training and leadership of this initiative.</p> <p>Stay and Play sessions in EYFS remain a great indicator and information finding opportunity for all. This ensures a smooth transition from previous settings and from home to the school environment.</p> <p>Learner Review days ensure all parents have the opportunity to liaise with staff and discuss progress, next steps and outcomes for all children.</p>		<p>In usual circumstances every child new to the school would be offered an induction meeting and a home visit. However due to COVID measures all new pupils to the school since March 2020 have been given a zoom induction meeting and the CFO has met the family on the child's first day to show them entrances and exits etc. All of the same questions are asked and the CFO always checks that the family are in adequate housing and are getting all of the benefits they are entitled to. Previous schools are always contacted for information such as safeguarding, attendance and attainment.</p> <p>Staff are awaiting guidance from the government on COVID restrictions being lifted. If restrictions aren't lifted then door step visits are being considered for new Nursery and</p>			

<p>School COVID closure cut off the REAL initiative just as it was getting going- staff look forward to it's return, if only virtually. Learner Review days were not completed either, but the indications were the 1<sup>st</sup> was well attended and received by parents.</p>	<p>Reception children for September. Most PVIs have now been contacted through telephone consultations with the key worker of that child.</p> <p>COVID safe Stay and Play sessions were held outdoors in EYFS and remain a great indicator and information finding opportunity for all. This ensures a smooth transition from previous settings and from home to the school environment.</p> <p>Learner Review days have continued throughout 20/21 to ensure all parents had the opportunity to liaise with staff and discuss progress, next steps and outcomes for all children. These were done by telephone. We had 89% PPG attendance at the most recent Learner Review Day (whole school).</p> <p>Online learning throughout the school is on Tapestry and Seesaw. Daily stories and Literacy, Maths and Creative Challenges are shared via online platforms. Parents engage well. Telephone consultations were held for parents/carers who asked for assistance with the online learning platform</p> <p>Due to COVID restrictions the REAL project did not go ahead in 20/21.</p>
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F. Outcomes		Success Criteria			
<p>First Hand Experiences - to broaden experiences of writing within a wider context.</p>		<ul style="list-style-type: none"> <li>• Eliminate the gap in attainment (expected or above) in writing between PPG and other pupils:               <ul style="list-style-type: none"> <li>○ GLD Writing PPG = 40% and others = 59%</li> <li>○ KS1 Writing PPG = 36% and others = 67%</li> </ul> </li> </ul>			
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
<p><b>F. Half termly writing tasks planned to link to experiential learning, including trips and visitors.</b></p>	<p>Analysis of attainment in writing at the end of the academic year (2019) demonstrated a gap between disadvantaged pupils and other pupils.</p> <p>The school had undertaken a successful 'Challenge the Gap' project in the previous</p>	<ul style="list-style-type: none"> <li>• English team provide training and opportunities to reflect on progress in staff meetings. This includes writing</li> </ul>	<p>FH and the English team across the Partnership. Topsy TALK /P4C training</p>	<p>£20,000</p>	<p>RAG Key Priority action plan.</p>

<p><b>F. Year 4 Shakespeare Project to deepen understanding of language and of audience.</b></p> <p><b>F. Targeted intervention / support for pupils identified during pupil progress meetings, including pre-teaching and 'fix it' sessions.</b></p>	<p>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.</p> <p>The school's long term curriculum plan has been developed further from September 2019, 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>moderation involving all staff.</p> <ul style="list-style-type: none"> <li>Regular project book scrutinies are undertaken to ensure that extended writing for a range of purposes is evident.</li> <li>Termly pupil progress meetings focus on attainment and progress of individual pupils, identifying those requiring targeted support.</li> <li>Half termly Phase meetings monitor the progress of identified pupils.</li> </ul>		<p>£3,500</p>	<p>Half termly Cluster meetings.</p> <p>LT meetings.</p>
<p><b>IMPACT 2019-2020</b></p>		<p><b>IMPACT 2020-2021</b></p>			
<ul style="list-style-type: none"> <li>Creative writing club in the mornings for those children working toward/at GDS. Allowed children 1:6 ratio and the opportunity to write about something they had independently chosen and that they are passionate about.</li> <li>Writing booster after school for those children who found writing a challenge (WTS/borderline EXS) gave children the opportunity to take part in guided writes with a teacher. Children would focus on their class novel which acted as a pre-teach.</li> </ul>		<p>The impact of the pandemic has meant that most normal routines and practices have been unable to take place. Despite this, the English team have worked alongside staff and pupils to create &amp; design an effective &amp; purposeful recovery curriculum. Alongside quality first teaching, teachers and LSA's have had training in P4C and Talk with Topsy Page, and Handwriting with Martin Harvey. The English team have also delivered INSETs and Staff Meetings to discuss writing using a novel based approach and what strategies can be used to support SEND pupils. A SEND resource folder is on the iDrive and these resources are being used in most classes. Vocabulary has been an area of priority this year and this was monitored through environment walk rounds and learning walks by SLT. Guided reading has also been re-introduced this year for pupils working below ARE. We have also invested in Tutor Trust for pupils in Y5 and Y6 (Reading &amp; Maths). Data in Y6 shows that 4/5 (80%) of Tutor Trust pupils have made progress. Teachers have used</p>			

	<p>QLA's within PIXL to identify key gaps in reading which has been identified within our Achievement for All meetings.</p> <p><b>DATA - DA Pupils</b></p> <p><b>EXS (GD)</b></p> <p>Year 2: Reading - 4=14% (0/0%)   Writing - 3=11% (0/0%)   Grammar - 1=4% (2=7%)</p> <p>Year 3: Reading - 2/8 = 25% (0/0%)   Writing - 1/8 = 13% (0/0%)   Grammar - 4/8 = 50% (0/0%)</p> <p>Year 4: Reading - 1/6=17% (0/0%)   Writing - 0/6=0% (0/6=0%)   Grammar - 1/6=17% (0/6=0%)</p> <p>Year 5: Reading - 6/8 (75%)   Writing - 3/8 (38%)   Grammar - 5/8 (65%)</p> <p>Year 6: Reading - 3/4 (75%)   Writing - 4/4 (100%)   Grammar - 4/4 (100%)</p>
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G. Outcomes		Success Criteria			
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"> <li>To improve attendance for PPG to 96%.</li> <li>To reduce persistent absenteeism of PPG.</li> <li>To provide emotional and therapeutic support to identified pupils and families of target PPG.</li> </ul>			
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
<p><b>G. Children's and Families Officer to monitor PPG attendance.</b></p> <p><b>G. Place2Be provision for targeted pupils and their parents including the Greater Manchester Rapid Pilot for targeted Year 5 and 6 pupils.</b></p>	<p><b>Key mental health facts:</b></p> <p>Over 1 million children in the UK have a mental health problem. Nearly half of young people with mental health 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><b>Some of the reasons for this:</b></p>	<ul style="list-style-type: none"> <li>There is an established Pastoral Team to whom the Children and Families Officer is accountable.</li> <li>Place2Be therapists' have weekly supervision. The Place2Be Project Manager is also represented on the Pastoral Team.</li> </ul>	<p>ABa - Children and Families Officer</p> <p>MH – Project Manager</p> <p>Place2Be</p> <p>Pastoral Team</p>	<p>£17,000</p> <p>£10,000</p>	<p>Pastoral Team minutes.</p> <p>Place2Be termly report.</p>

<p><b>G. Commissioned multi-agency support including the Education and Welfare Service.</b></p>	<p>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><b>Impact of poor mental health:</b> 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><b>Education Welfare Service:</b> This service is a specialist education support service which seeks to help young people and their families get the best out of the education system. EWOs work with schools and families to ensure that every school age child is receiving a suitable, full-time education by encouraging regular attendance at school. Every school has a named EWO. One of their roles is to visit school regularly and meet with the person responsible for attendance and discuss any pupils who are failing to attend school regularly. They also check that registers are being filled in properly and look for patterns in children's absences that could indicate a problem.</p>	<ul style="list-style-type: none"> <li>The school has termly review meetings with Place2Be regional manager.</li> <li>The EWO service is commissioned for ½ day per week.</li> </ul>	<p>ABa (Children &amp; Families Officer)</p>	<p>£4,000</p>	<p>Termly Report to Governing Board.</p>
<p><b>IMPACT 2019-2020</b></p>		<p><b>IMPACT 2020-2021</b></p>			
<p><b>Pre Lockdown:</b></p> <ul style="list-style-type: none"> <li>PPG attendance Sept 19 – Jan 20 prior to COVID concerns (94.5%).</li> <li>PPG attendance Sept 19 – March 20 prior to school closure (93%).</li> </ul>		<p><b>Pre Lockdown:</b></p> <ul style="list-style-type: none"> <li>PPG attendance Sept 20 – Dec 21 prior to Lockdown 2021 (94.2%)</li> </ul>			



- Every child's attendance was tracked. The EWO worked closely with the CFO to support families and put plans into place to improve children's attendance through attendance panel meetings, letters, truancy sweeps and initiating fixed penalty notices where necessary. Two persistent absentees were on the Fast Track to Court process. As lockdown became imminent the CFO and EWO worked hard to encourage families to bring their children into school.
- The GM Mentally Healthy Schools Pilot supported year 5 and 6 children up to lockdown. This included 1 day per week of Place2Be, aspirational talks/ workshops with professional boxer Amanda Coulson focussed on mental health and a telephone consultation with a CAMHS link worker once per fortnight. The SENDco and Children and Families Officer were able to make referrals, chase cases and get case updates for several families at Christ Church. Several staff were also trained in Mental Health First Aid.
- During 19/20 we also worked closely with Youth Service Manager Ant Lord and Salford Educational Psychologists delivering Second Step which is a programme which aims to build resilience in children and support transition to high school. Parents were able to access materials at home to support their children in these sessions. Feedback from year 6 children was extremely positive, the children had planned to refilm some of the Second Step films prior to Lockdown which they hoped would be circulated across Salford.

**Post Lockdown:**

- PPG attendance for academic year 19-20 (90%)
- The Place2Be Mental Health Practitioner, Joy Ruseva, worked with 5 year 5 /6 children and continued weekly sessions via phone throughout lockdown. Parents were thankful of this support. Celia Whitehead (Place2Be Project Manager 19/20) continued weekly sessions with children throughout lockdown. Both Place2Be practitioners updated CFOs via CPOMS.
- CAMHS IReach practitioner Rebecca Miller worked with 3 children, once per fortnight prior to lockdown to support children's mental health,

- Every child's attendance was tracked. The EWO worked closely with the CFO to support families and put plans into place to improve children's attendance through letters and attendance meetings – virtual/doorstep. During this period schools were not allowed to submit Fixed Penalty Notice Referrals unless for unauthorised holidays. The CFO and EWO worked hard to encourage families to bring their children into school.
- Place2Be ran at a slightly reduced capacity as counsellors were only able to see two children instead of three due to the need for cleaning equipment in between sessions. However, the School Project Manager supported by seeing children that needed this therapeutic input, meaning that all referred children were seen.
- Due to the disruption in 19/20, during 20/21 Youth Service Manager Ant Lord continued delivering Second Step to our year 6 class which is a programme which aims to build resilience in children and support transition to high school.

**Post Lockdown:**

- PPG attendance for academic March to date 21 (93.4%).
- Place2Be continued to see children during lockdown as the majority were attending school as key worker/vulnerable children. The School Project Manager made weekly phone calls to parents. Updates were provided to the CFO via CPOMS. The Place4Parents Counsellor remained in contact with the parents she was supporting throughout lockdown.
- The CAMHS IReach practitioner worked with 2 children to support children's mental health, anxieties and behaviour. Rebecca continued this support throughout lockdown via virtual sessions and post lockdown on school site.
- The Education Welfare Officer supported the Children and Families Officer throughout lockdown with meetings and visits. Although Fixed Penalty Notices couldn't be issued (with the exception of holidays) the EWO did take 3 families (6 children) through the Fast Track to Court process. This work is still ongoing.
- The Children and Families Officer carried out regular doorstep visits to families needing extra support or where concerns had been raised by teaching staff during their welfare calls/live Zoom lessons.

<p>anxieties and behaviour. Rebecca continued this support throughout lockdown via virtual sessions and later with appointments at Salford Gateway CAMHS.</p> <ul style="list-style-type: none"> <li>The Education Welfare Officer supported the Children and Families officer throughout lockdown and continued welfare checks/ calls throughout the Summer break for identified families.</li> </ul>	
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<b>H. Outcomes</b>		<b>Success Criteria</b>			
<p>To enable students to access high quality small group tuition to help improve the maths &amp; reading attainment of Year 5 &amp; 6 pupils who are working below age-expected levels (80% of who are PPG) thereby supporting them to fulfil their potential</p>		<ul style="list-style-type: none"> <li>75% of PPG to achieve the expected standard or above in reading.</li> <li>75% of PPG to achieve the expected standard or above in mathematics.</li> <li>100% up-take of target PPG in Tutor Trust Tutoring sessions for 15-week period</li> <li>increased pupil confidence</li> <li>70% PPG achieve ELG in reading /GLD.</li> </ul>			
<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>Cost (approx.)</b>	<b>Termly Review</b>
<p><b>H. Tutor Trust Tuition sessions - 15 weeks of targeted tuition for identified pupils working in groups of 1:3 with TT Tutor in Reading and/or Maths</b></p>	<p>There is good evidence that one-to-one and small group tuition can have a positive impact on attainment. However, the cost can be high. The EEF funded the Tutor Trust project as it offers a way of providing high quality tuition to schools at a competitive rate. The trial found that children who received tutoring from Tutor Trust made three months' additional progress, with attainment measured using Key Stage 2 maths scores. Exploratory analysis suggested that the approach may be particularly beneficial for children eligible for Free School Meals, and those with lower prior attainment. Maintaining continuity between classroom teaching and tutoring sessions was seen to be</p>	<p>HOS to work with Tutor trust in facilitating set up/meeting of tutors.</p> <p>Regular communication between class teachers and tutors.</p> <p>Weekly feedback sessions from tutors to teachers</p>	<p>JBa with FH/ABI and KB</p>	<p>Tutor Trust (2 programmes @£2500each) = £5000 (15weeks)</p>	<p>Half termly meeting with Tutors and class teachers</p>

<p><b>H. Nuffield Early Language Intervention (NELI)</b> A 20-week programme helping schools deliver one-to-one and small-group support for Reception children whose spoken language skills may have suffered as a result of the pandemic</p> <p><b>H. Additional EYFS Teacher</b></p>	<p>critical to successful delivery. This required effective communication between the class teacher and tutor, particularly regarding specific vocabulary and methods of teaching key mathematical concepts.</p> <p><b>An independent evaluation by the Education Endowment Foundation (EEF) has found that the Nuffield Early Language Intervention (NELI) boosts the language skills of four- and five-year olds <u>by an additional three months</u>. These results suggest the programme could be a promising way to help children catch up when schools reopen.</b></p> <p>193 schools across England took part in the large-scale effectiveness trial of the <u>Nuffield Early Language Intervention</u>. The trial tested the programme in everyday conditions and the findings have a very high level of security, which means that the EEF has a high level of confidence in the results.</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>	<p>Continue to track pupil attainment and progress</p> <p>Pupil Voice</p> <p>An existing LSA level 3 will access the two half days of training and use the detailed lesson plans enabling her to lead the short, structured sessions with small groups of reception-age pupils.</p> <p>The LSA is based in the Reception class and knows the children well and is knowledgeable and experienced in SP &amp; L approaches.</p> <p>NELI Overseen by the Phase 1 lead and Reception Class teacher</p>	<p>JBa (Phase 1 lead) with AW</p> <p>Phase lead and AW, ABac</p>	<p>LSA cover £1500 Three 30-minute sessions per week are delivered to groups of five children during the Spring and Summer terms (20 weeks).</p> <p>EY LSA3 £1,500 (20 weeks) Early Years Teacher £100 per week £2,400 (24 weeks)</p>	<p>Half termly meeting with LSA and class teachers Monitoring of progress and attainment.</p> <p>Half termly meeting with LSA and class teachers</p>
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		Monitoring and evaluation based on gap analysis and needs of classes as to small group input.			Monitoring of progress and attainment.
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### IMPACT 2020-2021

- Tutor Trust Tuition Sessions - 24 pupils from Year 5 and 6 were identified to receive 15 sessions of catch-up tuition delivered by Tutor Trust. The impact of the pandemic has meant that the Tutor Trust Programme has not been delivered in the way in which it normally would have, e.g. bubble closures, self-isolations, school closures etc. Therefore, the sessions have been staggered across the year and not week on week building on the previous weeks learning. Despite this, the Tutors communicated well with teachers, working alongside them to create bespoke lessons which catered to their gaps in learning.

Below shows data of which pupils have made progress. Out of all 24 pupils, exactly 50% have made progress and equally, 50% of DA pupils have made progress.

	<u>Reading (DA Pupils)</u>	<u>Maths (DA Pupils)</u>
<u>Year 5</u>	3/6 = 50% (1/3 = 33%)	1/6 = 17% (1/3 = 33%)
<u>Year 6</u>	4/6 = 67% (1/2 = 50%)	4/6 = 67% (3/4 = 75%)
<u>Total</u>	7/12 = 58% (2/5 = 40%)	5/12 = 42% (4/7 = 57%)

- NELI- Due to the lockdown the start date of delivery of this was delayed and therefore the programme will need to continue into Y1. (This is the picture Nationally) Part 1 has been completed ( 10 weeks) and part 2 ( further 10 weeks) will take place when the children start in Y1. 4 children were identified after screening to be recipients of the programme. Of these 4 pupils, 4/4 of them at the end of Reception year are assessed as Emerging the expected level for Reading and Communication & Language. They have all made progress within the Reception attainment band. The LSA who delivers NELI has completed training for Part 1 of the programme and is attending training for part 2. She will continue to work with these children into Y1 and assess at the end of the full programme. The programme will be used for the next academic year for new Reception children ( 2021/22) where children will be screened, identified and hopefully the programme will run uninterrupted unlike this year where restrictions that Lockdown/school closures have had have affected the impact and frequency of delivery of the programme.
- Additional EYFS teacher. The additional teacher has allowed smaller working group sizes and the opportunity for more 1:1 teaching and support for children. The time taken for the NELI to be delivered has meant that the Reception LSA who delivers this has had reduced time to support the whole class during this time, Therefore, the additional adult has enabled the whole class to still receive support in focused literacy activities and in continuous provision. The number of children who have therefore achieved the expected level are ( 48% C&L) and (Literacy - 41%- comprehension 34%- word reading 34%- writing )