

Christ Church C of E Primary School

Pupil Premium Strategy

Grant Expenditure - 2015 – 2016, Impact and Future Spending

Overview

Pupil Premium is an amount of extra money given to schools to raise achievement among disadvantaged children. Nationally statistics show that pupils who are in receipt of Free School Meals do not attain as well as pupils who do not and therefore this money is to try and ‘narrow the gap’

At Christ Church the funding is allocated carefully by evaluating research evidence eg. Sutton Trust on improving learning and attainment so that we can make informed choices about what will best meet the needs of our pupils. We also learn from and share good practice with local schools through a Pupil Premium Best Practice network.

School context 2015/16:

School Deprivation indicator: Decile 8 FSM6: 45 pupils in receipt of pupil premium

2 of which are LAC (Looked after Children) 2 Post LAC (Adopted) and 1 is an Armed Forces Child

Total amount for academic year (2015/2016): £72,740

PRINCIPLES

- We ensure that teaching and learning opportunities meet the needs of all of the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- The effectiveness of expenditure is measured through a number of ways: attendance; pupil participation; quality of teaching and learning; standards; and pupil attitudes.

Barriers to Future Attainment

School Barriers

SEND – SEN numbers vary across cohorts throughout school. We have seen an increasing need for speech and language support in Early Years. A number of children have EHCPs and have a range of outside agencies providing support. We have a large number of referrals to SALT and LEAPS funding in Early Years.

Attainment on Entry – Children enter Foundation stage below the expected level for their age (Approx 60%) This is particularly noticeable in Communication and language. They make rapid progress to attain a good level of development by the end of Reception. 2015 and 2016 GLD was above national average. Mobility across school continues to be an issue and varies across cohorts. This affects progress being made by some children.

Social Deprivation- IDACI – Decile 3 (0.28) NA 0.24 although 63% live in Decile 1-3. IMD – 31.1. Due to these factors we feel it is important to use Pupil Premium to provide enrichment and broad experience across the curriculum

External Barriers

Attendance

Absence for Pupil Premium Pupils in 2015/16 was 6% (NA 5.2%) A few children have a very high level of absence. In these cases Tyne Gateway are involved as are Attendance and Placement Service.

Chaotic Home Lives

Many pupils have chaotic home lives and the school works closely with Tyne Gateway, Locality Teams and other agencies to support. We have a number of children living in Refuge accommodation and temporary housing. The school is an Operation Encompass school. Some pupils have little or no support from parents for homework, reading or other school activities such as plays and concerts.

Provision

We use the Pupil Premium Funding in a number of ways depending on the needs of the children. This may include :

- One to one teaching with an experienced teacher
- Funding a Reading Recovery Teacher to work individually with Yr1/2 children
- To provide additional staffing - Teaching Assistant or Teachers to run specific intervention programmes for literacy or maths (small group work)
- Providing resources to target able children to exceed expected end of Key Stage expectations
- Providing educational enrichment activities and opportunities
- To provide uniform for children who arrive from the local refuge

2015/2016 Expenditure

- Part Time U3 Teacher for Reading Recovery
- SSA support 22hrs per week
- Additional TA support throughout school
- Additional Supply Teaching – one to one
- Reading books
- Nelson Grammar
- Read Write Inc Spelling
- First Class at Number resources and training for staff
- First Class at Writing resources and training for staff
- Tyne Gateway Family Partners
- Animal Antics (Educational Visit)
- Sleeping Beauty production – Visiting Theatre Company
- Centre for Life Educational visits
- Northern Book festival
- Coach to reduce cost to parents for residential trip

**IMPACT of PUPIL PREMIUM
2016 Results**

Reading

Pupil Premium funding has been used to fund a Reading Recovery teacher, Boosting Reading Potential intervention programme resources, additional reading resources and assessment tools to track progress. This has been focussed on KS1. Progress has been rapid which has meant the gap in attainment between children receiving Pupil Premium and those who don't has been narrowed. Higher up the school additional teaching assistant hours and guided reading sessions have impacted significantly on progress and attainment.

% of Children at Age Related Expectation for Reading (or above)

	Year 1	Year 2 (SATS)	Year 6
All children	80%	66%	74%
Pupil Premium	60%	63%	60%

Year 1 Phonic screen

	Year 1	Year 2
All children	84%	92%
Pupil Premium	60% (5 children)	66.6% (3 children)

Progress in Reading

Expected progress is based on 3 points a year (2 points in Year 1). Better than expected is over 3 points a year.

Points Progress						
	Yr 1	Yr 2	Yr3	Yr4	Yr5	Yr6
READING	2.7	2.49	3.12	3.0	3.11	3.6

Writing

Pupil Premium has been used to support intervention, provide resources and additional staffing (one to one) in order to raise attainment in writing. Results below show the impact.

% of Children at Age Related Expectation for Writing

	Year 1	Year 2 (SATS)	Year 6
All children	80%	69%	63%
Pupil Premium	60%	75%	60%

Progress in Writing

As with reading, Expected progress is based on 3 points a year (2 points in Year 1). Better than expected is over 3 points a year

Points Progress						
	Yr 1	Yr 2	Yr3	Yr4	Yr5	Yr6
WRITING	2.4	3.0	2.89	2.7	2.73	3.2

Maths

Pupil Premium has been used to support intervention, provide resources, assessment tools and additional staffing (one to one) in order to raise attainment in writing. Our one to one tutor was a Numbers Count trained teacher and the focus was on Key Stage Two children. Results below show the impact. In a number of year groups, children have a higher attainment than non Pupil Premium children.

% of Children at Age Related Expectation for Maths

	Year 1	Year 2 (SATS)	Year 6
All children	84%	72%	74% (TA)
Pupil Premium	60%	71%	60% (TA)

Progress in Maths

Expected progress is based on 3 points a year (2 points in Year 1). Better than expected is over 3 points a year.

The charts below show in a number of classes, Pupil Premium children have made better than expected progress.

Points Progress						
	Yr 1	Yr 2	Yr3	Yr4	Yr5	Yr6
WRITING	2.5	2.63	3.0	3.0	3.09	3.3

Planned Expenditure 2016-17 £73,320

- TA interventions – First Class @ Maths KS 1 & 2. Support with early interventions and calculations
- Resources – Whole school grammar & spelling schemes – Improve consistency, coverage and assessment.

Both of the above planned expenditure, are aimed at improving attainment and progress throughout school – especially at KS2.

- TA Qualifications – Update skills of staff
- Funding additional TA hours to provide one to one and small group intervention and support.
- Reading Recovery Teacher – 20 weeks
- Enrichment days – ensure all children have access to educational visits and visitors both in and out of school.
- Residential Visits – subsidise to make affordable to all children.
- Uniform – refugee children.
- Solihull Parenting Programme- resources and training.

Next review of pupil premium strategy – May 2017.