

Pupil Premium Strategy Statement 2020-2023

School overview

Metric	Data
School name	Christ Church C of E Primary
Pupils in school	217
Proportion of disadvantaged pupils	16.6%
Pupil Premium allocation this academic year	£59,145
Academic year or years covered by statement	2020-23
Publish date	October 2020
Review date	30 th October 2021
Statement authorised by	Kerry Pope
Pupil premium lead	Claire Pendlebury
Governor lead	Daniel Parker

Data – 2018/2019 (No data available 2020 – no SATS taken)

EYFS

Key Stage	Below GLD	Inline or Above GLD	Above Expectation	Inline or Above GLD 2018	National GLD 2018	No of PP ch and % achieving GLD	No of Non PP ch and % achieving GLD
EYFS	31%	69%	Reading 10% Writing 0% Maths 30%	71%	72%	1 of 5 (20%)	20 of 24 (83%)

Phonics

Key Stage	Phonic Screening Check % attaining 2019	Phonic Screening Check % attaining 2018	Phonic Screening Check % attaining 2017	National % of Pupils attaining Phonic screening check 2019	PP No of Ch and % attaining Phonic Screening	Non PP No of Ch and % attaining Phonic Screening
Yr. 1	81% (26 of 32 children) 1 EHCP 2 EAL 2 C&I	83%	68%	82%	6 of 7 children (86%) 1 EHCP	84%
Year 2 Recheck	20% of retest (87% of cohort) 1 of 5 children 2 EHCP 2 MP+	36% of retest (79% of cohort) (87% of cohort ex. C&I)	82% of retest (93% of cohort)	91%	2 of 5 children (40%) 1 EHCP 2 MP+	96%

KSI (Year 2) Attainment – 2 EHCPs & 2 pending EHCPs as at Summer 2019 (20% SEND & 20% EAL)

Year 2	Expected				Greater Depth				Disadvantage Expected (5 children) – 1 EHCP, 2 MP+		
	School 2019	School 2018*	School 2017	National 2019	School 2019	School 2018	School 2017	National 2019	School 2019	School 2018	School 2017
Reading	80%	70% (77%)	62%	75%	27%	30% (33%)	7%	25%	40%	71%	0%
Writing	77%	73% (80%)	69%	69%	10%	12% (13%)	0%	15%	40%	57%	0%
Maths	80%	67% (73%)	69%	76%	13%	15% (17%)	7%	22%	40%	71%	0%
Combined RWM	77%	64% (70%)	54%	NA	3%	9% (10%)	0%	NA	40%	57%	0%

*2018 data in brackets, excluding 4 children in C&I Centre.

KS2 Attainment

25 Children - 2 EHCP & 1 Centre, 7 other children on the SEN register with 2 MP+ (40% SEND)

Year 6	Expected				Average Scaled Score		Progress scores	High				Disadvantage Expected (5 children) – 1 EHCP & 2 MP+ (60%)		
	School			National 2019*	School	National		School			Nat. 2019	School		
	2019	2018	2017					2019	2018	2017		2019	2018	2017
Reading	80%	86%	74%	73%	106.7	104	5.02	28%	32%	39%	27%	80%	75%	57%
Writing	72%	86%	68%	78%	N/A	N/A	0.60	12%	32%	19%	20%	40%	50%	43%
EGPS	88%	79%	77%	78%	106.7	106	N/A	32%	21%	42%	36%	80%	50%	43%
Maths	88%	64%	52%	78%	106.3	105	4.02	32%	25%	19%	27%	80%	50%	14%
RWM	68%	64%	42%	65%	N/A			12%	14%	16%	11%	40%	50%	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Attainment in English (and in particular writing at KS1) for disadvantaged pupils will increase. Difficulties and misconceptions will be addressed with rapid, effective intervention.
Priority 2	Enable all staff, in collaboration the PP champion, to develop a range of strategies narrow the gap in learning.
Barriers to learning these priorities address	Ensuring staff use evidence based interventions to narrow the gap and track progress
Projected spending	£35,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores of at least 1 KS1 and KS2 Reading	Jul 21
Progress in Writing	Achieve national average progress scores of at least 0 KS1 and KS2 Writing	Jul 21
Progress in Mathematics	Achieve national average progress scores of at least 1 KS1 and KS2 Maths	Jul 21
Phonics	Achieve national average expected standard in PSC	Jul 21
Other	Raise attendance of disadvantaged pupils to 95%.	Jul 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	Raise attainment in writing by ensuring the writing journey is punctuated with opportunities to develop oracy and close the gap in language development. Small group interventions will address the specific gaps in their writing ability (using Insight) and effective use of teaching styles including colourful semantics for children not yet working at the expected standard.
Priority 2	Establish small group interventions for disadvantaged pupils in Y1 and Y2 falling behind age-related expectations in reading and phonics as identified following baseline assessments.
Barriers to learning these priorities address	Lack of oracy and reading for pleasure which inhibits access to the curriculum and enriched vocabulary at an appropriate level. Lack of writing development during lockdown.
Projected spending	£12,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Train key staff to become oracy champions and embed a range of strategies to improve children's understanding and use of oracy and vocabulary in speaking and listening, reading and writing across the wider curriculum.
Priority 2	Provide a range of pastoral, emotional and behavioural support for children with SEMH needs, who have been impacted as a result of COVID 19.
Barriers to learning these priorities address	Many children have an EHCP/ SEN (35%) with a high level of SEMH needs. Some of these children found engaging with home learning challenging. Attendance of key pupils at extra-curricular activities
Projected spending	£10,645 +£1,500 subsidising extra-curricular activities

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development to ensure QFT in all year groups	Use of INSET days, CPD sessions and additional cover being provided.
Targeted support	Ensuring enough time for teachers to support small groups and regular training for TPs	Timetabling changes to allow teachers to give structured support to disadvantaged. PP champion timetable to be assessed regularly and impact measured.
Wider strategies	Engaging and supporting families facing challenges.	SENDCO and pastoral staff to work with parents to engage with school through a variety of strategies.

