



# Christ Church

## Church of England Primary School

Being Thankful, Celebration, Fairness, Forgiveness, Honesty, Love for All

### PUPIL PREMIUM POLICY

**The ethos of our school is embedded in our key Christian values**

**Honesty**

**Forgiveness**

**Love for all**

**Celebration**

**Fairness**

**Being Thankful**

**Ambition**

**Resilience**

**This school is committed to safeguarding and promoting the welfare of children and this policy supports this commitment.**

*Policy approved: Planned for the meeting on October 2018*

*Review Date: December 2019*

At Christ Church C of E Primary School, we are committed to providing a rich educational experience for all pupils, giving them the opportunity to achieve. With the love of God and Christian values at the heart of our school we strive to develop each individual physically, creatively, socially and emotionally.

## **Embedding Pupil Safeguarding Awareness in the Curriculum**

All teachers incorporate elements of safeguarding into their lessons where appropriate.

This involves:

- Informal conversations;
- Teacher/pupil discussions;
- Briefings for outings and trips (road safety/stranger danger etc) ;
- The implementing of our e-Safety Policy regarding ICT usage;
- An awareness of any potential hazards in lessons – identifying risks and dangers.

Safeguarding is also about pupils' emotional well-being. Teachers encourage pupils to speak out if there is something worrying them, or if they are aware of, or witness something unacceptable, untoward or disturbing. Teachers promote tolerance and respect for each other and acceptance of individual differences. Teachers help pupils develop confidence and resilience and discuss what to do if things go wrong. They are approachable and show their willingness to help pupils at all times.

## **British Values**

At Christ Church C of E Primary School we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This includes:

- paired and group work as sharing and working together
- making choices with an understanding that the freedom to choose and have other views is respected and tolerated
- debating social issues with an understanding of how people can influence decision-making through the democratic process
- an appreciation that school rules protect individual children and is essential for their wellbeing and safety
- an acceptance that other people having different faiths or beliefs to oneself (or having none) are accepted and tolerated without discrimination through school council elections, persuasive writing, and by promoting our Christian school values and Fruits of the Spirit as guidelines for behaviour choices.

**Pupil Premium is a grant allocated to schools to support socially disadvantaged pupils. Pupil premium is not allocated to individual students. It is not an individual entitlement.**

In 2011-12 the Government launched its Pupil Premium funding. This money is sent to schools based on the numbers of pupils in the school who are eligible for Free School Meals (FSM). From 2012-13, it has been expanded to include all children who have been eligible for FSM within the last 6 years (known as the Ever 6 FSM measure). This money is allocated to initiatives to ensure pupils reach their full potential, both academically and socially.

### **Pupil Premium at Christ Church School**

At Christ Church C of E Primary School, we are committed to ensuring our children achieve their full potential. We aim to provide a broad and balanced curriculum, supported by outstanding teaching and robust analysis of attainment and progress.

We identify all pupils eligible for FSM as well as recent recipients as target Pupil Premium pupils to ensure we narrow the gaps. Any barriers to learning are quickly identified; monitored and targeted interventions are designed to meet individual needs. All children are encouraged to participate in a wide range of extra-curricular activities, which will further develop their learning, social skills and confidence.

### **Principles**

Senior management, governors and class teachers carefully monitor the attainment and progress of pupil premium pupils and use this information to identify strengths and weaknesses in order that interventions and support can be properly targeted.

Through analysis of SIMS data, RAISE online, Fisher Family Trust and conferences with pupils we make decisions about how to use the funding.

We believe in the importance of early intervention to ensure pupils are secure with spoken language, English and numeracy. It is important to focus on developing personal and social skills and to work with parents to maximise the pupils' education.

We aim for disadvantaged pupils to accelerate their progress and not simply meet Age Related Expectations.

### **Provision**

- High quality teaching that meets the needs of all learners.
- Small group work and interventions.
- Extra-curricular and enrichment activities which help to engage learners.
- Pastoral support and programmes designed to improve behaviour and engagement to school where this has become a barrier to learning.
- Anything else that may overcome obstacles to learning.

### **Parents**

The school will publish information for parents on the website. This will include information about the level of Pupil Premium received, how it is spent and the impact on the educational attainment and progress of the pupils at the school, in respect of who grant funding was allocated.

## Eligibility

**A family that's household income is less than £16,190.00 may be entitled to FSM and reductions on the cost of school trips. To apply, contact Kingston Council on 020 8547 5004 with your National Insurance number and they will be able to inform you if you can claim.**

**Parents who are in receipt of one of certain benefits may qualify for free school milk and/or meals.**

Please use the Free Schools Entitlement Checking Service at [www.fsm.lgfl.net](http://www.fsm.lgfl.net) to find out if your child is eligible for Pupil Premium. If you are, then this will begin the process for registration.

Your child may qualify for Pupil Premium and free school meals if you receive:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

## Governors

The Finance committee is responsible for identifying how the budget can be used to provide the most effective provision for the school and SLT reports on how money has been spent to support pupil premium pupils. The school Governors continually analyse the data to monitor attainment and progress.

**Pupil Premium Policy to be reviewed December 2019**

## **Pupil Premium Grant (PPG) Expenditure Report to Parents: 2017/18**

**For the financial year 2017/18 our PPG allocation was £64,360.**

We are confident that our PPG is having a very positive impact on the outcomes, achievement and well-being of our pupils. We know from our case studies and from attainment and achievement data that we are now closing gaps for our PPG children. We are committed to continue this improvement, year on year.

Our strategy was to target the vast majority of our funding on:

- Continued Professional Development (CPD) for staff for quality first teaching in the classroom and classroom support to help facilitate this.
- One-to-one intervention strategies, where tailored and practical support was provided to specific children who faced challenges in their levels of literacy and numeracy.
- Small group intervention strategies. We identified children eligible for FSM who did not have age-appropriate levels of literacy, and we particularly invested in, precision teaching, the purchase of new materials, and the provision of 1:1 sessions.
- Social and emotional support through our ELSA provision and invitation only clubs.
- Support for disadvantaged pupils, which included the purchase of resources, or the subsidy of trips and school journeys.
- Priority booking of clubs.
- Resilience support.
- Provision of enrichment opportunities for our more talented children who are performing at a high level, but need more opportunities to challenge and stretch them to their full potential.

## Impact

### Early Years Foundation Stage

Out of our four Pupil Premium pupils, three (75%) made a Good Level of Development (GLD). Consequently, the Pupil Premium gap was smaller than was seen nationally. (National results 2017 show 72% of non-disadvantaged pupils reached a GLD with only 45% of disadvantaged pupils making a GLD.)

### Year 1 Phonic Screening Check

All of the five Pupil Premium children (100%) met the requirements of the phonic screening check.

### Key Stage 1

There were nine Pupil Premium pupils in Y2.

All children, apart from those with special needs (SEND with an Education Health and Care Plan or at School Support), met the standard. Six children (67%) met the expected standard in all areas and one child at a greater depth in reading and maths.

### Key Stage 2

Six (75%) of the eight disadvantaged pupils achieved the expected standard in reading, five (63%) were at or above the standard in writing and five (63%) met the standard in maths.

Of the three children (38%) that did not meet the standard, two have special educational needs and one joined the school in year 6.

50% achieved the standard in reading, writing and maths. This compares with the national average in 2017 of 60% for non-disadvantaged pupils and 39% for disadvantaged pupils.

Across KS2, PPG children made the same progress in writing and maths but less in reading.

<b>PPG POINT SCORE PROGRESS AGAINST NON-PPG 2017/18</b>						
<b>Years 1-5</b>						
	Reading point progress non-PPG	Reading point progress PPG	Writing point progress non-PPG	Writing point progress PPG	Maths point progress non-PPG	Maths point progress PPG
	Yr1 Au1-KS1	Yr1 Au1- KS1	Yr1 Au1- KS1	Yr1 Au1-KS1	Yr1 Au1-KS1	Yr1 Au1-KS1
Year 1	5.6	5.6	5.1	5.2	5.3	5.2
Year 2	10.7	10.4	10.8	10.3	10.6	10.1
	KS1 to now	KS1 to now	KS1 to now	KS1 to now	KS1 to now	KS1 to now
Year 3	6.3	6.8	6.7	7.2	6.4	5.6
Year 4	11.5	11.3	12.1	12.6	12.1	12.6
Year 5	18.2	18.3	18.6	18.0	18.3	18.8
Point progress between PPG and NON PPG is similar and at Christ Church School we are closing the gap between disadvantaged and non-disadvantaged children. Our focus next year will be particularly for those children that are PPG and SEND.						

## Cost Breakdown for the school year 2017/18

Our main expenditure of PPG covers:	
Attention and listening support EYFS-social and emotional resilience	£193.50
Training for teaching Assistants	£300
ELSA support/pastoral support weekly and at need	£19,197
Booster Groups	£161.80
Puzzle group and Bananagrams	£1,069
Invitation only clubs	£3,732
Classroom support/intervention	£37,519.01
SENCO support – 5 days	£965.25
Autism support/early bird – 3 days	£209.61
Trips	£1,012.83
<b>Total:</b>	<b>£64,360.</b>

### Our plans for 2018/9

This year the school has been allocated: £55,440 for 42 eligible pupils.

The school's strategy for the year identifies the following barriers to educational achievement among its pupils eligible for the pupil premium:

- Raising attainment and increasing progress for those pupils that are PPG and SEND.
- Raising aspirations through inspirational speakers, visitors and out of class trips.
- Focus on the progress and attainment in phonics, spelling and writing.
- PPG lead to visit other professionals to share best practice.
- Social and emotional needs
- To further enable children identified with poor resilience

In order to address those barriers this coming year our spending will focus on:

Barriers	Intervention/approach and why	Measure of impact
Lack of access to extra-curricular activities	<p>Club Places after school and holidays. Pupil Premium pupils have first choice on the clubs available.</p> <p>Social skills are developed through participation in a range of clubs provided by the school or external providers.</p>	<p>Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities.</p> <p>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence.</p>
Social and emotional needs	<p>Social skill groups.</p> <p>ELSA</p> <p>To provide dedicated time and support (1:1 and group) to help build pupils emotional development.</p> <p>Invitation only clubs.</p>	<p>Improvement in social skills. Self-confidence and perseverance are developed.</p> <p>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom.</p> <p>Improvement in social skills.</p>
Less progress than peers	<p>Teaching Assistants have named PPG children to mentor and focus on in class.</p> <p>Teaching assistants allow for teachers to focus on delivering quality first teaching to PPG pupils during lessons times. These sessions are timetabled and planned for.</p> <p>Quality first teaching delivered to pupils with specific next steps in mind. Pupils have support responding to next steps in marking and when completing set challenges.</p> <p>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting).</p> <p>Consolidation of learning completed in classes – time for practise and application of skills</p> <p>Pre-teaching to prepare pupils for future learning.</p>	<p>Support within lessons to improve understanding of learning in reading, writing and maths.</p> <p>Build confidence and give higher level starting points.</p> <p>Children make at least six steps progress.</p> <p>Children enjoy reading.</p> <p>Attainment gap narrowed.</p> <p>Children meet the expected standard at the end of the year.</p>

	<p>Teacher and SENCO review – careful planning of interventions to be completed each half term/phase.</p> <p>SENCO observe interventions and provide feedback regarding learning.</p> <p>Careful tracking of homework to include reading journals – ensure regular reading takes place.</p> <p>Priority reading with TAs if pupils are unable to read at home.</p> <p>Pupils who are on SEN register and in receipt of PPG have their individual targets reviewed regularly and aspirational targets are set for their progress.</p> <p>TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning.</p>	<p>Children are confident to try new things and seek ways to tackle new challenges.</p> <p>Children become self-confidence and self-aware, expressing themselves appropriately.</p>
<p>Low attaining PPG and SEND children will be identified via our assessment system</p>	<p>Children will be provided with the support they need in order to make good progress and some will attain the “expected” standard by the end of the year. Particular emphasis will go on supporting Year 6 and Year 2 low attainers.</p> <p>SENCO and teachers to discuss ways that parents of PPG children with EHCP/SEND can support their children at home.</p>	<p>More children meet the expected standard.</p>
<p>Poor Resilience</p>	<p>Geo Caching</p> <p>Learning mentors. One to one work with learning mentors</p>	<p>Children show resilience and perseverance in class activities and in dealing with friendship issues.</p>
<p>Staff CPD</p>	<p>Pupil Premium leader and teachers attends regular training to keep updated with best practices for maximum impact.</p>	<p>Evaluation of training.</p>
<p>Parents will be able to better support their children at home with their learning.</p>	<p>We will invite low attaining PPG parents in for an open event/ alongside current parents evening to discuss their child’s intervention work with their teacher. We will offer support and guidance for encourage further home learning links.</p>	<p>This event will enable parents to be involved in their children’s learning and seek guidance if necessary.</p>

Next review of the Pupil Premium Strategy: December 2019