



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

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

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.

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 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 2018

Pupil Premium Grant (PPG) Expenditure Report to Parents: 2016/17

For the financial year 2016/17 our PPG allocation was £52,480.

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 five Pupil Premium pupils, four (80%) made a Good Level of Development (GLD). Consequently, the Pupil Premium gap was smaller than was seen nationally.

Key Stage 1

There were five Pupil Premium pupils in Y2.

Reading, Writing and maths: three pupils (60%) made the standard and one was at a greater depth. This was below the national benchmark of 79% for reading, 72% for writing and 79% for maths.

Key Stage 2

44% of the nine disadvantaged pupils achieved the expected standard or above in reading, writing and mathematics. This compares with the national average of 60% for non-disadvantaged pupils and 39% for disadvantaged pupils. Progress scores for this group are below the national average in reading (-0.1) and writing (-3.3) but above the national average in mathematics (+2.4).

Cost Breakdown for the school year 2016/17

Our main expenditure of PPG covers:

| | |
|---|-------------------|
| ELSA training /support | £22,480.73 |
| Additional classroom support/intervention | £28,788.38 |
| Trips | £1,210.89 |
| Total: | £52,480.00 |

Our plans for 2017/8

This year the school has been allocated: **£64,360.**

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

- Social and emotional needs
- Poor resilience
- Less progress than peers

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 | Club Places after school and holidays. Pupil Premium pupils have first choice on the clubs available. Social skills are developed through participation in a range of clubs provided by the school or external providers. | Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities. Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence. |
| Social and emotional needs | Social skill groups. ELSA To provide dedicated time and support (1:1 and group) to help build pupils emotional development. | Improvement in social skills. Self-confidence and perseverance are developed. To improve the self-esteem, social skills and behaviour of |

| | | |
|--------------------------|--|--|
| | Invitation only clubs. | identified pupils leading to increased confidence and attainment in the classroom. Improvement in social skills. |
| Less progress than peers | <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>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 PP 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>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> |
| Poor Resilience | Geo Caching | Children show resilience and perseverance in class activities and in dealing with friendship issues. |
| Staff CPD | Pupil Premium leader and teachers attends regular training to keep updated with best practices for maximum impact. | Evaluation of training. |

Next review of the Pupil Premium Strategy: December 2018