



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.

Policy approved: Planned for the meeting on 31.01.17

Review Date: September 2017

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 September 2017

Pupil Premium Grant (PPG) Expenditure Report to Parents: 2015/16

For the financial year 2015/16 our PPG allocation was £52,780.

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:

- 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 reading programmes (Beanstalk), precision teaching, the purchase of new materials, employment of additional support staff and the provision 1:1 sessions with one of our non-class based teachers.
- Support for disadvantaged pupils, which included the purchase of resources, or the subsidy of trips and school journeys
- 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.
- Challenge the Gap – National Project to support achievement

Impact

Early Years Foundation Stage

Of the four children eligible for the Pupil Premium (PPG), three reached each Early Learning Goal and achieved a Good Level of Development. Consequently, the Pupil Premium gap was smaller than was seen nationally.

Key Stage 1

The seven Pupil Premium pupils out performed non-Pupil Premium pupils in the school and Pupil Premium pupils locally. The only exception was that no Pupil Premium pupils met the writing standard at greater depth.

Key Stage 2

Pupil Premium pupils achieved more highly than non-Pupil Premium pupils in the school and those Pupil Premium pupils in other schools.

Cost Breakdown for the school year 2015/16

Our main expenditure of PPG covers:

Teacher Support	£28,758
ELSA training	£420

ELSA support	£10,474
Beanstalk Reading	£3,063
Challenge the Gap Programme	£4,975
Trips	£410
Swimming	£19.66
Clubs and holiday provision	£4,539
Lunchtime observation and report	£150
Total:	£52,790.66

Our plans for 2016/17

This year the school has been allocated: £44,880 for 34 children.

The school's strategy for the 2016/17 year identifies the following barriers to educational achievement among its pupils eligible for the pupil premium:

- Lack of access to books
- Lack of access to extra-curricular activities
- Low levels of engagement
- Social and emotional needs that lead to poor behaviour
- 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.
Low levels of engagement	Invitation only clubs. Homework club. Messy Club. Bananagrams Club.	Self-confidence and perseverance are developed. Improvement in social skills.
Social and emotional needs	Social skill groups. ELSA	Improvement in social skills.

Lack of access to books	<p>ipads/ kindles purchased.</p> <p>Pupils are fully supported by learning resources being made available to them.</p> <p>A range of learning styles can be catered for.</p>	<p>Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning.</p> <p>Children meet the expected standard for reading.</p>
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.
Social and emotional needs	<p>ELSA support</p> <p>To provide dedicated time and support (1:1 and group) to help build pupils emotional development.</p>	To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom.
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: September 2017