

Pupil premium strategy statement

CHRISTCHURCH JUNIOR SCHOOL

1. Summary information					
School	Christchurch Junior School				
Academic Year	2018-19	Total PP budget	£ 77,500	Date of most recent PP Review	Dec 2017
Total number of pupils	502	Number of pupils eligible for PP	58 (11.5%)	Date for next internal review of this strategy	Dec 2019

2. Current attainment KS2 test/assessments Summer 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths last 3 years 2016 - 18	41%	65%
Progress measure in reading from KS1 2018 (in brackets the progress measure from our Y3 baselines assessments)	-2.72 (+1.54)	+0.31
Progress measure in writing from KS1 2018 (from Y3 baseline)	-3.86 (+0.48)	+0.24
Progress measure in mathematics from KS1 2018 (from Y3 baseline)	-1.22 (+2.35)	+0.31

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lower attainment of a significant proportion of PP children on entry in reading, writing, mathematics.
B.	Some PP children showing lower levels of resilience, self-esteem than their peers
C.	PP children less involved in the school's wide extra-curricular offer, especially in music and sport
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lower attendance of some PP children (overall PP attendance in 2017-18 was 94%; all pupils' attendance 96.13%)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children to make the same (or more) progress from KS1 assessments as all other pupils	Evidenced in end KS2 data.
B.	PP children showing confidence and resilience in approaching all aspects of learning.	Case studies of PP children who have received appropriate pastoral support to evidence increased confidence, self-esteem. Pastoral records showing no significant difference in behavioural issues between groups of children.

C.	Same % of PP children to be involved in extra-curricular clubs and activities as all other children	Data from termly survey of participation in clubs reflects equal participation.
D.	Attendance of PP children in line with that of all other children. (In cases where this is not achieved, evidence of actions to support families to improve attendance levels)	2018-19 attendance data to show attendance of PP children to be more in line with that of other pupils (ie a closing of the gap). If not, clear evidence of actions to support every PP family where attendance is below 95%.

5. Planned expenditure					
Academic year					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality first teaching to narrow the gap in attainment between PP children and others. Especially in literacy.	All teachers and TAs implementing strategies to “narrow the gap” agreed from CPD sessions. (eg more active learning, AfL improved feedback). More active teaching strategies to engage children in Reading.	CPD sessions have been based on evidence and recommendations from <ul style="list-style-type: none"> - EEF toolkit; - Supporting the attainment of disadvantaged pupils (DfE,2015); - Social Mobility& Child Poverty Commission 2016 - SSIF Peer Review findings from review carried out Oct 2018 	Termly data reviews analyse PP progress. Pupil Premium Progress Tracker records data and summary of support for each PP child. Lesson observations by SLT and book scrutinies by middle leaders always include focus on PP learners. Head looks at PP children’s English and Maths books regularly. Each teacher compiles a PP Checklist of strategies and priorities for each child – monitored by Head. All teachers have appraisal targets related to achievement and progress of PP children in their class.	Assistant Head Head Head Head All teachers Head	Termly review July 2019
Improved KS2 mathematics results for PP children	SDP priority. Additional Y6 teaching group, with one “target” group.	KS2 data has shown raised mathematics achievement in our school in past 4 years through this approach. (Subject leader taking additional target group).	Monitoring quality of teaching (lesson observation); pupil progress reviews; end of year data review.	Deputy Head (Maths Leader)	July 2019
Total budgeted cost					£8,075 to create additional Y6 teaching group (1 hour daily)

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children to make progress from KS1 and baseline assessments in reading, writing, mathematics which is as good as or better than progress made by other children of similar abilities. (To address the achievement gap on entry to the school).	Each class teacher given 30 mins per week for personalised support of PP pupils. Each PP child has a personalised plan which is passed on to next teacher. Includes actions and impact.	Education Endowment Foundation (EEF) toolkit places strong emphasis on personalised feedback to children and developing metacognitive skills (ie "learning how to learn"). Releasing class teachers to meet individually with their own pupils allows conversations to set targets, review strengths and weaknesses.	Year leaders to monitor implementation and progress of key pupils.	Year leaders	July 2019
	Teaching Assistants to provide classroom support, small group learning and targeted support* for any children falling behind their peers in Reading, Writing and Maths.	PP budget allows 11.5 hours per year group of TA support. This includes: bespoke targeted support (eg SENSS programmes, Speech & Language support, time spent with targeted groups). Also funds deployment of TAs to support small group learning in classes. * see note below.	All interventions reviewed by SENDCo, data "before" and "after".	Assistant Head	Termly
	Small group tuition programme, Jan – April 2019. 10 weekly sessions of one hour. In 2018 25 PP children selected for these groups. (44% of PP children)	Targeted support. Teachers and tutors to identify and evaluate the objective for each weekly session. EEF toolkit identifies this approach as moderate impact/high cost – hence this is being structured very carefully this year. (See evaluation below).	Headteacher to monitor evaluations for each tuition group. (Including data "before" and "after")	Head	April 2019 End of KS2 data July 2019
Ensure that high attaining PP children are identified and given support	Termly data reviews by Head to focus on high attaining PP children in each year. Secure scholarship from local charitable trust providing tuition – secure 2 places for high attaining PP children to receive personal maths tuition.	Research report from Social Mobility & Child Poverty Commission (C Crawford et al, 2014) provides data to evidence lower likelihood of students from poorer backgrounds to achieve higher levels of achievement, at all key stages.	Termly data reviews followed by meeting with year leaders – each meeting includes agenda item to review progress of more able PP children		Termly Jan 2019

Total budgeted cost	<p>£11,477 to fund 30 mins teacher time per class weekly £5,760 tutoring 16 groups x 12 hours</p> <p>£21,810 (46 TA hours pw, 11.5 hours pw in each year group)</p> <p>£39,047</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children showing confidence and resilience as learners. Quality support for families and children by expert pastoral care worker.	We employ a Pupil & Family Support Worker to support more vulnerable children and families, referring to and working with external services. (Qualified psychiatric nurse and psychotherapist, former Clinical Services Manager for Priory Hospital. Strategies include counselling, mindfulness group, working with outside agencies; addressing barriers to attendance.	<i>"Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families."</i> What are the most effective ways to support disadvantaged pupils' achievement, DfE/NFER 2015 Other research emphasises the importance of underpinning this support with high expectations for all children's achievement in their learning.	Headteacher meets at least weekly with support worker. Every meeting with a child or family is documented and sent to Head plus other adults working with the child. Very positive feedback from families.	Head	Weekly
	2 trained ELSAs (Emotional Learning Support Assistants). They offer nurture/self-esteem groups; parenting courses; social communication group. We provide a separate "nurture" playground at lunchtimes and some lunchtime clubs for vulnerable children.		Pastoral Care Worker to attend final session of each self-esteem course and review with ELSAs. PCW and Assistant Head to review outcomes for those attending.	Assistant Head Pastoral Care Worker	Termly
Peer tutoring programme for 10 boys (5 PP) identified as less engaged/keen to learn.	Headteacher and 2 secondary science teachers have recruited 10 Year 8 pupils as peer tutors for Crest Science Awards. Fortnightly in Science lab at secondary school.	EEF toolkit. (This started as a peer mentoring project last year). Toolkit recommends peer tutoring as higher impact.	Headteacher and secondary teachers will evaluate each weekly session.	Head	Weekly

<p>Increase the involvement of disadvantaged children in the school's wide offer of music and sports clubs.</p> <p>Disadvantaged children participate fully in all aspects of school life.</p>	<p>Change 4 Life Club for children who do not normally participate in sporting clubs.</p> <p>Year 5 Band project for children with musical aptitude but who would not otherwise take part in musical extracurricular opportunities.</p> <p>Subsidies for uniform, educational visits, music lessons and clubs run by outside providers</p>	<p>Nuffield Foundation Report (Dr Emily Tanner & Prof Liz Todd, 2016) finding that after school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular. This confirms our own observations over time in this school.</p>	<p>Collect data on club membership term by term.</p> <p>Year 5 band to include at least 50% of children entitled to PP in Y5.</p> <p>All expenditure on uniforms, clubs and visits is recorded (see review of previous year)</p>	<p>Headteacher & Senior Finance Officer</p>	<p>Termly</p>
<p>Attendance of PP children in line with that of all other children. (In cases where this is not achieved, evidence of actions to support families to improve attendance levels)</p>	<p>Attendance is monitored regularly. If a threshold is met, meetings are set up with parents and bespoke 1:1 support or actions are drawn up.</p>	<p><i>“Regular attendance was a priority in more successful schools, with the importance of this being shared with all pupils and families. Many schools had designated a member of staff or team to ensure attendance – calling home when children did not arrive on time, funding or sending out transport, and working with families.”</i> Supporting the attainment of disadvantaged pupils, DfE, Nov 2015</p>	<p>Monitoring attendance regularly – at least twice each term. Evidence of strategy for any pupil whose attendance is causing concern.</p> <p>Improve PP attendance from last year's figure of 94%</p>	<p>Headteacher Assistant Head Admin Officer</p>	<p>Twice termly</p>
Total budgeted cost					<p>£18,393 – Pastoral/ELSA £1,090 Change for Life Club £1,895 Y5 Band £9,000 subsidies for music, trips, uniform £30,378</p>

* ii TA Targeted support. Interventions used by teaching assistants include:

- Targeted programmes in literacy or numeracy for groups or individuals.
- Teaching assistants providing “same day” interventions for children who have not mastered concept in lessons
- 1:1 Speech & Language support (led by specialist teaching assistant who has undertaken ELKAN training)
- 1:1 SENSS programme follow up sessions delivered by SEN teaching assistant
- Learn2Move to support gross motor skills – delivered by specialist gym teaching assistant

6. Review of expenditure																								
Previous Academic Year																								
i. Quality of teaching for all																								
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																				
Quality first teaching	All teachers and TAs implementing strategies to “narrow the gap” agreed from CPD sessions.	Monitoring of teaching is showing that teacher focus on individual needs of PP children has improved. Also that TAs are being used regularly to provide tailored support for PP children. Each teacher has compiled a PP checklist to record personalised strategies for each child.	We identified the need to upskill TAs in research/evidence . February 2016 CPD day for TAs led to an agreed “Super Seven” list of key TA strategies. TA have fortnightly TA meetings which are planned and delivered by maths/English lead and SENCo. These sessions focus on specific skills and supporting the teaching and learning of pupils. The 30 mins per week additional teacher time for personal	Nil (from designated CPD budget)																				
Improved KS2 mathematics results for all children including PP children.	Additional Y6 Maths teaching group.	In KS2 tests 2016–18, 67% of PP children achieved expected standard, significantly more than in Reading and Writing.	For these reasons we have scheduled the group again this year. The group this year contains 2 PP children. The teacher (Deputy Head and Maths Leader) has scheduled some individual meetings with PP children to discuss their learning and targets. We consider that these meetings have made a significant impact on KS2 results.	£13,850																				
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PP children to make progress from baseline assessments in reading, writing, mathematics which is as good as or better than progress made by all children of similar abilities.	Teaching Assistants provided classroom support, small group learning and targeted interventions* for any children falling behind their peers in Reading, Writing and Maths.	Detailed record of all PP children’s interventions; data shows positive impact in all year groups. End 2017-18 data indicated some PP children in each Year who were assessed at KS1 at ARE (or Level 2b) and were still not at ARE at end of year. <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>2</td> <td>1</td> <td>0</td> </tr> <tr> <td>Y4</td> <td>1</td> <td>1</td> <td>1</td> </tr> <tr> <td>Y5</td> <td>1</td> <td>0</td> <td>1</td> </tr> <tr> <td>Y6</td> <td>2</td> <td>0</td> <td>3</td> </tr> </tbody> </table>		Reading	Writing	Maths	Y3	2	1	0	Y4	1	1	1	Y5	1	0	1	Y6	2	0	3	TAs now skilled in delivering interventions but were not initially informed re research and evidence about achievement and progress of disadvantaged children. (addressed Feb 2016 and Sept 2017 INSET days)	£35,268 (72 TA hours pw, 18 hours pw in each year group)
	Reading	Writing	Maths																					
Y3	2	1	0																					
Y4	1	1	1																					
Y5	1	0	1																					
Y6	2	0	3																					

	Small group tuition programme, Jan – March 2018. 10 weekly sessions of one hour. 25 children entitled to PP.		<p>Need for tuition to be more clearly focused on precise curriculum targets. Also to invest earlier in younger children. More sessions during school time to ensure attendance of key target children. (Increase to 16 hours = 4 hours per year group)</p> <p>More involvement of higher attaining PP children in tuition.</p> <p>Tutors now required to identify objective for each weekly session and evaluate this each week. Also to provide a benchmark for “before” and “after” the programme. We believe this will be particularly useful where the tutor is not the class teacher.</p>	<p>£4,200 tutoring</p> <p>£10,314 for additional 30 mins per week (teacher budget)</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Quality support for families and children. PP children showing confidence and resilience as learners.	School employs an expert Pastoral Care Worker.	At any time the Pastoral Care Worker and ELSAs have an ongoing caseload of approx. 60 children. In 2017-18, 20 children in receipt of the Pupil Premium receive regular pastoral support. (35% of all PP children).	<p>We have identified the need to further engage parents in supporting children’s learning. Local partnership of schools have trained 6 colleagues (one from our school) to lead the Positive Parenting programme 6-week course.</p> <p>We also offer an in-house course open to our parents re supporting children with anxiety issues. (So far 3 families of children entitled to PP have attended).</p>	£17,900
	<p>We have trained 2 ELSAs (plus supervision) to provide nurture/self-esteem groups</p> <p>We run lunchtime clubs and a nurture playground for more vulnerable children; nurture/self-esteem groups</p> <p>Mentoring project for disengaged boys with secondary school pupils as mentors.</p>	Feedback from teachers and parents re improved self-esteem, confidence and aspirations. (Largely anecdotal – see lessons learned).	<p>We have learned that there is a need for some measurable and evidenced outcomes – this year we have started to use Boxall Profile pre- and post- the self-esteem and mindfulness courses.</p> <p>ELSAs to follow up those children who attended the groups to ensure impact of course is sustained and any setbacks or issues are addressed early on.</p> <p>Headteacher to support self-esteem groups by attending the final session – to link the self-esteem messages to aspirations for the children in their learning.</p> <p>Evaluation of last year’s project recommended that future projects had a closer focus on peer tutoring rather than mentoring. As recommended by EEF toolkit.</p>	

<p>Increase the involvement of disadvantaged children in the school's wide offer of music and sports clubs.</p> <p>Disadvantaged children participate fully in all aspects of school life.</p>	<p>Change 4 Life Club Funding for a club for children who do not normally participate in sporting clubs.</p> <p>Subsidised Y5 Band to include high proportion of PP children.</p>	<p>Change 4 Life club involves 20 vulnerable children each term in active sessions. (Autumn 2018 – 7 Pupil Premium children involved).</p> <p>Y5 Band: 67% of PP children in Y5 took part in weekly rehearsals and 2 performances of Y5 Band. Summer 2018, 284 children (57%) attending after school sports clubs. 48% of PP children attending after school sports clubs. 14 PP children (22%) attended out of school music groups and clubs</p> <p>In current school year up to end Nov 2018 11 PP children have full funding for music lessons. (£1,848) 11 children have received uniform grants. (£346) All children attend all educational visits – unless a parent/child expressed a wish not to attend. 2018 residential to outdoor activity centre: 10 out of 11 Pupil Premium children took part in the trip. (One did not want to attend) £1791</p>	<p>We will run the Y5 Band and Change4Life again this year on a similar pattern but recruitment for both clubs now target a higher proportion of PP children in their recruitment.</p>	<p>£1,489 Band £988 Change 4 Life</p> <p>£9,000 subsidies for trips, music, uniform</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our overall concern is the uneven pattern of achievement by disadvantaged children in our school and, in particular, the lower achievement and progress made by disadvantaged boys in Literacy.