

# Pupil premium strategy statement

# CHRISTCHURCH JUNIOR SCHOOL

| 1. Summary information |                            |                                  |          |  |          |
|------------------------|----------------------------|----------------------------------|----------|--|----------|
| School                 | Christchurch Junior School |                                  |          |  |          |
| Academic Year          | 2019-20                    | Total PP budget                  | £ 69,960 | Date of most recent PP Review                  | Dec 2017 |
| Total number of pupils | 502                        | Number of pupils eligible for PP | 75 (15%) | Date for next internal review of this strategy | Nov 2020 |

| 2. Current attainment KS2 test/assessments Summer 2019  |   |  |
|---|---|--|
|   | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths 2019  | 55% (excluding Speech & Lang Base)          | 65%  |
| Progress measure in reading from KS1 2019 (in brackets the progress measure from our Y3 baseline assessments) | 1.7 (6.1)                                   | 0.32   |
| Progress measure in writing from KS1 2019 (from Y3 baseline)  | -2.4 (2.5)                                  | 0.28   |
| Progress measure in mathematics from KS1 2019 (from Y3 baseline)  | -2.4 (4.8)                                  | 0.37   |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                             |   |
|---|---|
| <b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )          |   |
| <b>A.</b>   | Lower attainment of a significant proportion of PP children on entry in reading, writing, mathematics.          |
| <b>B.</b>   | Some PP children showing lower levels of resilience, self-esteem than their peers                               |
| <b>C.</b>   | PP children less involved in the school's wide extra-curricular offer, especially in music and sport            |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |   |
| <b>D.</b>   | Lower attendance of some PP children (overall PP attendance in 2017-18 was 93.1%; all pupils' attendance 96.8%) |

| 4. Desired outcomes |  |  |
|---------------------|--|--|
|                     | <i>Desired outcomes and how they will be measured</i>                                    | <i>Success criteria</i>  |
| <b>A.</b>           | PP children to make the same (or more) progress from KS1 assessments as all other pupils | Evidenced in end KS2 data.   |
| <b>B.</b>           | PP children showing confidence and resilience in approaching all aspects of learning.    | Analysis of pupil questionnaire (Summer 2019) shows that Pupil Premium children feel as confident about school and their learning. (eg 93% of PP children agreed that they made good progress with their learning; 87% of non PP children agreed). |

|           |  |   |
|-----------|--|---|
| <b>C.</b> | 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.   |
| <b>D.</b> | 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?                                 |
| <b>Quality first teaching</b><br>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).<br><br>More active teaching strategies to engage children in Reading and Writing | CPD sessions have been based on evidence and recommendations from <ul style="list-style-type: none"> <li>- EEF toolkit;</li> <li>- Supporting the attainment of disadvantaged pupils (DfE,2015);</li> <li>- Social Mobility &amp; Child Poverty Commission 2016</li> <li>- SSIF Peer Review findings from review carried out Oct 2018</li> </ul> | Termly data reviews analyse PP progress.<br>Lesson observations by SLT and book scrutinies by middle leaders always include focus on PP learners.<br>Head looks at PP children’s English and Maths books regularly.<br>Each teacher compiles a PP Checklist of strategies and priorities for each child – monitored by Head. | Head                       | <b>Termly review</b>   |
|  |   |  |  | Head                       | <b>Regular</b>   |
|  |   |  |  | Head                       | <b>Regular</b>   |
|  |   |  |  | All teachers               | <b>Nov 2019<br/>April 2020</b>                                       |
| <b>Improved KS2 mathematics</b> results for PP children  | SDP priority.<br>Additional Y6 teaching group, with one “target” group. (Priority access for PP children)   | KS2 data has shown raised mathematics achievement in our school in past 5 years through this approach. Gap between PP and non PP children has narrowed. (Subject leader taking additional target group).   | Monitoring quality of teaching (lesson observation); pupil progress reviews; end of year data review.  | Deputy Head (Maths Leader) | <b>July 2020</b>   |
| <b>Total budgeted cost</b>   |   |  |  |                            | <b>£15,205</b> to create additional Y6 teaching group (1 hour daily) |

| <b>ii. Targeted support</b>   |  |  |   |                   |   |
|---|--|--|---|-------------------|---|
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b> | <b>When will you review implementation?</b> |
| 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 PP child has a personalised plan (Checklist) which is passed on to next teacher. Includes actions and impact.<br><br>1 hour cover each week for each Y6 teacher to meet with pupils falling behind (15 PP children)   | 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 2020                                   |
|   | 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 5 hours per year group of TA support.<br>This includes: bespoke targeted support (eg SENSS programmes, Speech & Language support, same day interventions.)<br>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                                      |
|   | Experienced teacher employed to manage small group tuition programme, 5 hours per week. (0.2 contract). Small groups or 1 to 1, just for PP pupils identified through termly assessment data. Link teacher's performance management includes target for PP pupils' progress. Weekly homework club (Y6) | Teacher identifies and evaluates 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).   | Link teacher to monitor evaluations for each pupil. (Including data "before" and "after")   | Head              | End of KS2 data July 2020                   |
| 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 PP children to receive 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<br><br>Jan 2020                      |

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| <b>Total budgeted cost</b> | <p>0.2 fte US3 PP link teacher £10,966<br/>4hours x 15 weeks of M6 teacher £1,691</p> <p>20 TA hours pw, (5 hours pw in each year group) £9914</p> <p><b>£22,571</b></p> |
|----------------------------|--|

| <b>iii. Other approaches</b>   |  |  |   |  |   |
|--|--|--|---|--|---|
| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>   | <b>How will you ensure it is implemented well?</b>  | <b>Staff lead</b>                          | <b>When will you review implementation?</b> |
| PP children showing confidence and resilience as learners.<br><br><b>Quality support for families and children</b> 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.<br>(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<br>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.<br>Very positive feedback from families. | Head                                       | Weekly                                      |
|  | 1 trained ELSA (Emotional Learning Support Assistants). She offers nurture/self-esteem groups; parenting courses; social communication group.<br>We provide a separate “nurture” playground at lunchtimes and some lunchtime clubs for vulnerable children.  |  | PCW and Assistant Head to review outcomes for those attending.  | Assistant Head<br><br>Pastoral Care Worker | Termly                                      |

|   |   |  |   |   |  |
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| <p>Increase the involvement of disadvantaged children in the school's wide offer of <b>music and sports clubs</b>.</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. (funded through Sports Premium)</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>PP link teacher (see above) meets with all PP children and discusses attitudes to learning and opportunities to access opportunities (eg clubs). Link teacher contacts some PP parents to discuss progress.</p> | <p>Nuffield Foundation Report (Dr Emily Tanner &amp; 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>No Pupil Premium child misses out on any school activity for cost reasons. All expenditure on uniforms, clubs and visits is recorded (2018-19: 25 children received uniform subsidies; 14 children had all music lessons subsidised; 18 children had full costs of a residential met by school).</p> | <p>Headteacher &amp; Senior Finance Officer</p>         | <p>Termly</p>  |
| <p><b>Attendance</b> 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 hit, 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<br/>Assistant Head<br/>Admin Officer</p> | <p>Twice termly</p>  |
| <b>Total budgeted cost</b>  |   |  |   |   | <p>£21,539 – Pastoral/ ELSA<br/>£1,645 Y5 Band<br/>£9,000 subsidies for music, trips, uniform<br/><b>£32,184</b></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.  | PP checklists have ensured that teachers concentrate on individual needs of PP children. However, we now wish to strengthen dialogue between home and school. This will be based on: <ul style="list-style-type: none"> <li>- PP link teacher being trained in “structured conversations” and then disseminate to all our class teachers.</li> <li>- Timetable parent meetings for PP families. 30 mins per family.</li> </ul> | Potential cost of teacher cover |         |       |    |   |   |   |    |   |   |   |    |   |   |   |    |   |   |   |  |  |
| Improved KS2 mathematics results for all children including PP children.   | Additional Y6 Maths teaching group.   | In KS2 tests since 2016, the gap between PP and non PP children in Mathematics has been narrow, eg in 2019, 77% of our PP children (not including pupil in Speech & Lang Base) achieved Expected Standard compared to 79% of all pupils nationally.   | For these reasons we have scheduled the group again this year. The group this year contains 6 PP children (27% of group)<br>The teacher (Deputy Head and Maths Leader) has scheduled some <b>individual meetings with PP children</b> to discuss their learning and targets. We consider that these meetings have made a significant impact on KS2 results.  | 0.2 fte teacher                 |         |       |    |   |   |   |    |   |   |   |    |   |   |   |    |   |   |   |  |  |
| ii. Targeted support   |   |   |  |                                 |         |       |    |   |   |   |    |   |   |   |    |   |   |   |    |   |   |   |  |  |
| 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                            |         |       |    |   |   |   |    |   |   |   |    |   |   |   |    |   |   |   |  |  |
| 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 2018-19 data indicated some PP children in each Year who were assessed at KS1 at the expected standard or the higher level and have since fallen behind their KS1 assessment. <table border="1" data-bbox="667 1252 1169 1401"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Y4</td> <td>2</td> <td>3</td> <td>1</td> </tr> <tr> <td>Y5</td> <td>1</td> <td>3</td> <td>0</td> </tr> <tr> <td>Y6</td> <td>1</td> <td>0</td> <td>2</td> </tr> </tbody> </table> |  | Reading                         | Writing | Maths | Y3 | 0 | 0 | 0 | Y4 | 2 | 3 | 1 | Y5 | 1 | 3 | 0 | Y6 | 1 | 0 | 2 | We have noted the high impact of teaching assistants delivering same day interventions, ie to follow up misconceptions from morning lessons. | 5 hours per week for TA in each year group |
|  | Reading   | Writing   | Maths  |                                 |         |       |    |   |   |   |    |   |   |   |    |   |   |   |    |   |   |   |  |  |
| Y3   | 0   | 0   | 0  |                                 |         |       |    |   |   |   |    |   |   |   |    |   |   |   |    |   |   |   |  |  |
| Y4   | 2   | 3   | 1  |                                 |         |       |    |   |   |   |    |   |   |   |    |   |   |   |    |   |   |   |  |  |
| Y5   | 1   | 3   | 0  |                                 |         |       |    |   |   |   |    |   |   |   |    |   |   |   |    |   |   |   |  |  |
| Y6   | 1   | 0   | 2  |                                 |         |       |    |   |   |   |    |   |   |   |    |   |   |   |    |   |   |   |  |  |

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|  | Small group tuition programme, Jan – April 2019 10 weekly sessions of one hour. 26 children entitled to PP. 4 hours per week to cover Y6 class teachers for tuition/feedback with own pupils. |  | Need for <b>tuition to be more clearly focused on precise curriculum targets.</b><br>We have now invested in a “PP link teacher” to take responsibility for the full programme and to link with class teachers.<br>In Y6 we have funded cover so that teachers can work with children falling behind and prioritise PP children. | Cost of 0.2 fte US3 “link” PP teacher<br><br>4 hours per week cover in Y6 for 15 weeks |
|--|---|--|--|--|

### 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.   | 2018-19<br>At any time the Pastoral Care Worker and ELSAs had a caseload of 65 children. In 2018-19, 20 children in receipt of the Pupil Premium receive regular pastoral support. (34% of all PP children).   | We have identified the need to <b>further engage parents</b> in supporting children’s learning.<br>Local partnership of schools have trained 6 colleagues (one from our school) to lead the Positive Parenting programme 6-week course.<br>We also offer an in-house course open to our parents re supporting children with anxiety issues. (2018-19, 3 families of children entitled to PP attended). | Cost of employing Pastoral Care Worker plus 4 additional hours for ELSA work |
|   | We have trained one ELSA (plus supervision) to provide nurture/ self-esteem groups<br><br>We run lunchtime clubs and a nurture playground for more vulnerable children; nurture/self-esteem groups | Feedback from teachers and parents re improved self-esteem, confidence and aspirations. (Largely anecdotal – see lessons learned).<br><br>Pupil questionnaire Summer 2019, showed PP children’s responses to be in line with all other children in attitudes to statements about enjoying and achieving. | ELSA 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.<br><br>Headteacher to support self-esteem groups by attending at least one session – to link the self-esteem messages to aspirations for the children in their learning.   |  |

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| <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><b>Change 4 Life Club</b><br/>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>Y5 Band: 67% of PP children in Y5 took part in weekly rehearsals and 2 performances of Y5 Band.</p> <p>Summer 2019, 254 children (50%) attended after school sports clubs. 35 (51%) of PP children attended after school sports clubs. 3 PP children (4%) attended out of school music groups and clubs</p> <p>In school year 2018-19</p> <p>11 PP children had full funding for music lessons.</p> <p>25 children received uniform grants.</p> <p>All children attend all educational visits – unless a parent/child expressed a wish not to attend. All PP children in Y6 had full costs of residential visit met.</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 <b>recruitment</b>.</p> <p>We note that less PP children are attending out of school music clubs. We have invested in a Year 5 Band which takes place during school time and recruits a high proportion of PP children.</p> | <p>One hour per week of US3 teacher to lead band.</p> <p>Change for Life funded by Sports Premium</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, a historical pattern of lower achievement and progress made by disadvantaged boys in Literacy. (This was not the case in 2019 KS2 assessments).