



Christ Church CE (VC) Primary School

Pupil Premium Strategy 2018/9

| 1. Summary information | | | | | |
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| School | Christ Church C.E.(VC) Primary School | | | | |
| Academic Year | 2018/19 | Total PP budget | £39,600 | Date of most recent PP Review | April 2019 |
| Total number of pupils | 151 | Number of pupils eligible for PP | 25 | Date for next internal review of this strategy | April 2020 |

| 2 Attainment and progress 2017-2018 of disadvantaged pupils | | | | |
|---|---|--|---|--|
| | Pupils not eligible for Pupil Premium National Average KS2 | Pupils eligible for Pupil Premium School KS2 (8) | Pupils not eligible for Pupil Premium National Average KS1 | Pupils eligible for Pupil Premium School KS1 |
| % achieving the expected standard or above in reading | 75% | 38% | 75% | 0% |
| % achieving expected standard or above in writing | 78% | 63% | 70% | 0% |
| % achieving expected standard or above in maths | 76% | 38% | 76% | 0% |
| | Pupils eligible for Pupil Premium School KS2 (8) | | Pupils eligible for Pupil Premium School KS1 (3) | |
| % making at least the expected levels of progress in reading | 38% | | 0% | |
| % making at least the expected levels of progress in writing | 75% | | 0% | |



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| % making at least the expected levels of progress in maths | 38% | 0% |
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3 Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Low independence in learning activities, particularly for those children with further additional need. In Year 6, 88% of children in receipt of pupil premium had an additional need (50% +SEND, 25% +EAL, 13% +SEMH). In Year 2, 100% of children in receipt of pupil premium had an additional need (33% +SEND, 67% new to English). |
| B. | There is an attainment gap between children in receipt of pupil premium and their non-disadvantaged peers in reading in KS2 (37% below national data and 22% below school data). |
| C. | Poor oral language skills on entry is impacting on writing at sentence and text level at KS1. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | There is a low take-up of places by children in receipt of pupil premium at the extra-curricular activities. This narrows their experience of musical, physical, academic, and creative opportunities compared to their non-disadvantaged peers. |
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2. Outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | Increased independence in learning activities for all pupils. Measures: Reduction of adult support required to access learning in the classroom. | Pupils will employ independent learning strategies e.g. '3 before me' Pupils will independently access resources to support their learning Pupils will display the behaviours for learning, as identified in our Co-operative learning strategy |
| B. | Narrow the attainment gap in reading. Measures: Teacher assessment, pupil progress meetings and EOY data. | Pupils will report an enjoyment of reading. Pupils will be reading across a range of genres both in school and at home. |



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| C. | <p>Improve writing through developing oral language skills in KS1. Measures: Teacher assessment, pupil progress meetings and EOY data.</p> | <p>Pupils are readily able to participate in talk for writing sessions. Pupils can clearly articulate their ideas and orally form grammatically correct sentences. Pupils can transfer oral to written.</p> |
| D. | <p>Improved attendance of children in receipt of pupil premium at extra-curricular activities. Measures: Attendance data from extra-curricular activities demonstrates an increased take-up</p> | <p>Pupils will experience a range of extracurricular activities Any additional barriers to attendance have been identified</p> |

| 3. Planned expenditure | | | | | |
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| Academic year | | Summer term 2018/19 to Spring term 2019/20 | | | |
| <p>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.</p> | | | | | |
| 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? |
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| <p>Increased independence in learning activities for all pupils.</p> | <p>Continue development and implementation of co-operative learning strategies in the classroom.</p> | <p>Rationale: The recent Pupil Premium review highlighted the reliance of some pupils on adult support.</p> <p>The EEF reports that a number of systematic reviews and meta-analyses have provided consistent evidence about the benefits of collaborative learning. In addition to direct evidence from research into collaborative approaches, there is also indirect evidence that has shown that collaboration can increase the effectiveness of other approaches such as Mastery learning.</p> | <p>Previous training – Training sessions for teachers and TAs were held in summer 2018 Monitoring – SLT observations and drop-ins and peer observations: children will use a range of co-operative, supportive and independent learning behaviours. Reviews – inset days and staff meetings</p> | <p>SLT</p> | <p>July 2019 & April 2020</p> |
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| <p>Narrow the attainment gap in reading.</p> | <p>Whole class read and respond sessions every week.</p> | <ul style="list-style-type: none">• All children will access interesting and age appropriate texts in a range of genres, regardless of reading ability.• All children will have the opportunity to take part in discussions about the text with peers of all abilities, allowing for depth of discussion and good modelling of comprehension answers and vocabulary.• Evidence (EEF) shows that using a balanced approach that integrates decoding and comprehension skills together is found to be necessary for competent reading.• Engagement and motivation is important in developing a love of reading and should include a wide range of language and literacy experiences. | <p>Monitoring of consistency of delivery and learning across the school.</p> <p>Analysis of impact on results</p> | <p>English Lead & SLTA</p> | <p>July 2019 & April 2020</p> |
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| <p>Narrow the attainment gap in reading.</p> | <p>Support from the English Hub (Burley Woodhead) in phonics and early reading with a focus on excellent teaching of early reading and closing the vocabulary gap.</p> | <ul style="list-style-type: none"> • School phonics results do not translate into the same high level percentage of children achieving the expected standard at KS1 • Evidence from Gough and Tunmer (1986) identifies the strands that work together to enable skilled reading. An action plan, supported by the English Hub, has been developed to implement these strategies consistently throughout school. | <p>School tracking data shows improving attainment and progress in reading at KS1</p> <p>Staff training and resources are up to date and fit for purpose.</p> <p>Reading fluency will improve, measured through the Multi-dimensional fluency scale (Zutell & Rasinski 1991)</p> | <p>English Lead, Phonics Lead & SLT</p> | <p>April 2020</p> |
| <p>Improve writing through developing oral language skills is KS1.</p> | <p>Mighty Writer</p> | <ul style="list-style-type: none"> • Evidence (EEF) shows that focus on developing oral language skills is important for the development of a range of reading and writing skills. • Mighty Writer provides a clear, structured and visual framework to support oral and written work in English lessons. • To allow children to engage in paired and group activities which extend vocabulary and support oral and written sentence structure. • Children are supported to clearly articulate what they are going to say in their writing. | <p>Monitoring of consistency of delivery and learning across the school.</p> <p>Analysis of impact on results</p> | <p>English Lead & SLT</p> | <p>April 2020</p> |



| Total budgeted cost | | | | | £30200 |
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| 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? |
| Increased independence in learning activities for all pupils. | <p>Small group intervention for Maths:</p> <p>Years 1 – 2: First Class@Number (2 staff trained)</p> <p>Years 3 – 5: Success@Arithmetic Number Sense (2 staff undergoing training)</p> | <ul style="list-style-type: none"> An EEF report, 'Improving mathematics in KS 2' recommends the use of 'structured interventions to provide additional support' when pupils need to catch up. It states that, although 'schools should focus on improvements to core classroom teaching that support all children in the class . . . some high-quality, structured intervention may still be required for some pupils to make progress.' Interventions will focus on filling gaps, consolidating early maths concepts and improving progress in maths for targeted pupils in order that they are more able to access learning in the classroom with minimal support In a small group context, children will be supported to build confidence and resilience so that they will be more able to participate in maths lessons in the classroom more confidently and independently | <ul style="list-style-type: none"> Interventions have protected time slots within the whole school timetable. Pre and post-intervention assessments to establish ration gains. Peer support and observations during intervention period. Regular meetings be held between class teachers, maths lead and trained TAs. | Maths Lead / SENCO | December 2019 |



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| <p>Narrow the attainment gap in reading.</p> <p>Improved attendance of children in receipt of pupil premium at extra-curricular activities.</p> | <p>Targeted pupils to attend Library club</p> <p>Involvement of pupils in purchasing books</p> <p>Visits to local library</p> | <p>The EEF reports that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics</p> | <p>The relationship between staff and pupils is positive and encouraging.</p> <p>Sessions are planned and recorded in order that pupils experience a range of texts and genres.</p> | <p>Reading ATA / English Lead / SLT</p> | <p>December 2019 / April 2020</p> |
| <p>Narrow the attainment gap in reading.</p> | <p>Targeted 'Word Aware' groups</p> | <p>Spoken vocabulary at 5 years impacts on reading comprehension at 15 years of age (Cunningham and Stanovich, 1997). Vocabulary relates to reading comprehension, but impacts equally on curriculum areas that require specific word knowledge such as mathematics and science.</p> <p>Yet children from the poorest 20% are already a year behind with spoken vocabulary by 5 years of age (Roulstone, Law et al 2010). Without support these children fall further and further behind.</p> | <p>Monitoring of consistency of delivery and learning across the school</p> <p>Standardised tests will demonstrate improved comprehension (York Assessment of Reading Comprehension)</p> | <p>Reading ATA / English Lead / SLT</p> | <p>December 2019 / April 2020</p> |



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| <p>Improve writing through developing oral language skills in KS1.</p> | <p>Oral language skills interventions (group and individual)</p> <p>Time to talk groups</p> <p>EYBIC (individual)</p> <p>Permanent vocabulary records (individual)</p> | <ul style="list-style-type: none">Evidence (EEF) shows that focus on developing oral language skills is important for the development of a range of reading and writing skills. | <p>Monitoring of consistency of delivery</p> <p>Improvements shown in speech & language assessments</p> | <p>Teachers / TAs / SENCO</p> | <p>December 2019 / April 2020</p> |
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| Improved attendance of children in receipt of pupil premium at extra-curricular activities. | Target children to join extra-curricular activities where they have not previously done so. Identify children to attend SELFA clubs (Skipton Extended Learning For All) | There is a low take-up of places by children in receipt of pupil premium at the extra-curricular activities. This narrows their experience of musical, physical, academic, and creative opportunities compared to their non-disadvantaged peers. | Increased numbers of children in receipt of pupil premium take up places at extra-curricular activities, attend well and attend for sustained periods. | SENCO | December 2019 / July 2020 |
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| Total budgeted cost | | | | | £9200 |
| 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? |
| Improved attendance of children in receipt of pupil premium at extra-curricular activities. | Improve access to music tuition for PP children - Free/subsidised music lessons for PP children - Free loan of instruments for PP children - Opportunities to take part in the Wider Opportunity | In order that all our children have access to enrichment activities, we want to improve opportunities for PP children to access music tuition | All PP families are aware of the offer. Music tuition is of high quality and is provided by NYCC Parents, children and staff to be invited to assemblies and concerts. | Music coordinator | Termly |



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| | Scheme and to celebrate success with children, parents and staff | | | | |
| Improved attendance of children in receipt of pupil premium at extra-curricular activities. | Support to meet financial costs of educational visits including transport and specialised clothing or equipment. | <p>We recognise that children will have differing social, cultural and educational experiences outside of school. It is important that we ensure that we support families to overcome financial barriers to ensure children have opportunities to attend educational visits.</p> <p>Some children may need additional support to be able to access trips due to SEMH needs.</p> | All staff have good relationships with their PP families and are able to have sensitive discussions, offering opportunities to discuss financial support if required. | Headteacher /Inclusion Manager | As required |



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| | <p>Improve access to music tuition for PP children</p> <ul style="list-style-type: none"> - Free/subsidised music lessons for PP children - Free loan of instruments for PP children - Opportunities to take part in the Wider Opportunity Scheme and to celebrate success with children, parents and staff | <p>In order that all our children have access to enrichment activities, we want to improve opportunities for PP children to access music tuition</p> | <p>All PP families are aware of the offer.</p> <p>Music tuition is of high quality and is provided by NYCC</p> <p>Parents, children and staff to be invited to assemblies and concerts.</p> | <p>Music coordinator</p> | <p>Termly</p> |
| Total budgeted cost | | | | | £1000 |
| Final | | | | | £39,600 |



| 4. 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 |
| <p>Children will have made at least expected progress from their own starting points</p> <p>Improved progress of PP children in maths and writing.</p> <p>Increased levels of engagement of PP families with school, in order to improve the home/school working together relationship.</p> <p>Increased attendance % for PP children</p> | <p>Tracking of all children from their starting points, making use of national and school level data.</p> <p>CPD for Maths Mastery Curriculum, both external and in-house. Support from maths specialist lead teacher. CPD for writing - external Staff cover to release staff to take part in training MPTA programme and high staff ratios (1.5 TAs / class + additional SEN and EYFS TAs)</p> | <p>Teaching staff are able to identify those in receipt of pupil premium and make provision in teaching and learning activities</p> <p>Teachers take account of individual starting points and closely track the progress of children in receipt of pupil premium</p> <p>CPD programme has been closely linked to the needs of the children and the professional development needs of staff</p> | <p>Review of tracking system identified a need to move to point in time assessment allowing detailed school level data</p> <p>Teaching Assistants need to be deployed in a more targeted way with a clearer understanding of the needs of children in receipt of pupil premium</p> | <p>£39,500</p> |



| 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 |
| <p>Children will have made at least expected progress from their own starting points</p> <p>Improved progress of PP children in maths and writing.</p> <p>Increased levels of engagement of PP families with school, in order to improve the home/school working together relationship</p> <p>Increased attendance % for PP children</p> | <p>PP children are clearly identified on tracking systems.</p> <p>Evidence-based and other quality interventions (group and 1:1): Staff cover to release staff to take part in training</p> <p>Access to breakfast and after school clubs</p> <p>Headteacher and/or Inclusion Leader to work with identified families to identify underlying difficulties that affect engagement and attendance. Where possible provide bespoke support and/or signpost to other agencies.</p> | <p>Attendance of PP children is within the recommended percentages.</p> <p>Headteacher and/or Inclusion Leader have been able to identify families with underlying difficulties, signposting support and offering targeted support.</p> <p>In most cases, ratio gains have been 2 or above in evidence based interventions</p> | <p>Actions and approaches identified need to be ongoing in order to ensure the improvements are sustained.</p> <p>Due to changes in staffing creating potential gaps in intervention knowledge, further training was provided for current staff.</p> | <p>£3300</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 |
| <p>Increased levels of engagement of PP families with school, in order to improve the home/school working together relationship.</p> <p>. Improved progress of PP children in maths and writing.</p> <p>Increased levels of engagement of PP families with school, in order to improve the home/school working together relationship.</p> | <p>SELFA – Skipton Extended Learning for All</p> <p>SELFA provides a range of enrichment activities during term time and school holidays for vulnerable, disadvantaged or disabled children.</p> <p>Support to meet financial costs of educational visits including transport and specialised clothing or equipment.</p> | <p>Reporting from SELFA identifies that the number of families engaging with SELFA has increased and is sustained.</p> <p>Financial support was provided for attendance at trips and residential ensuring that all PP children attended the residential trip.</p> | <p>Continue to identify current and new eligible children and families</p> | <p>£4400</p> |

5. Additional detail