

PUPIL PREMIUM STRATEGY STATEMENT				CHRISTCHURCH INFANTS SCHOOL	
Academic Year	18/19	Total PP budget Apr 18-Mar 19	£34,320	Date of most recent PP Review	July 2019
Total no of pupils	361	Number of pupils eligible for PP (not including Post Lac pupils)	30	Date for next internal review of this strategy	Oct for EYFS progress data

CURRENT ATTAINMENT AND PROGRESS FOR BEG OF 2018/19 ACADEMIC YEAR			
<i>The cohort of 120 pupils Yr 2 pupils entered with well below average attainment on entry in Reading and Writing and below average in Maths. NB: 50% of the PP pupils are SEN)</i>			
Pupils eligible for PP at our school (% Updated termly)	% on track to achieve 'expected or above at end of KS1' Aut year2)	% making expected or above progress	KS1 2018 Nat Average for Non Pupil Premium
In READING	End of Sum term = 55.5%	100% made expected progress by end of Sum term	%
In WRITING	End of Sum term = 33%	55.5% made expected progress by end of Sum term	%
In MATHEMATICS	End of Sum term = 55.5%	88.9% made expected progress by end of Sum term	%

EYFS (10 pupils)	Pupils with Typical attainment on entry 40-60L	Pupils now on track to achieve Exp or above (baseline Foundation 2018/19)	Pupils making Exp progress or above from starting point
RD	0%	30%	80%
WR	0%	30%	80%
MA	0%	30%	70%

BARRIERS TO FUTURE ATTAINMENT (FOR PUPILS ELIGIBLE FOR PP)	
IN-SCHOOL BARRIERS (Issues to be addressed in school)	
A	Poor communication and SALT needs on entry
B	Significantly low reading and writing skills on entry to school, inc poor fine motor control
C	Low maths attainment and progress
D	Low phonics attainment and progress
E	Limited Personal Social Development for some individuals
F	Behaviour and poor motivation to learn
EXTERNAL BARRIERS (Issues which require action outside school)	
G	Poor attendance – attendance of PP pupils has been a concern over the last few years. (ie last year PP attendance was 2.5% lower than overall school attendance figures)
H	Lack of parental engagement of some parents, and a lack of understanding and support for their children's learning affecting their child's attitude to learning
I	Challenges concerning parental mental health difficulties in some families.
DESIRED OUTCOMES LINKED TO IDENTIFIED BARRIERS	SUCCESS CRITERIA
A, B C D	To raise attainment and progress of individual pupils from their relative starting point in reading, writing, phonics and mathematics A greater % of pupils achieve ARE in comparison to previous years A greater % of pupils make expected progress over the year in comparison to previous years. SEN PP Pupils make at least 2 tracking points progress over the year.
E F	To develop PSED skills and self esteem for individuals Pupils demonstrate more confidence, self control, social awareness and self esteem and this is reflected in more positive learning behaviours and attitudes to school.
G	To improve attendance of PP pupils Attendance is maintained above 90% and for certain individuals downward trends in attendance are stopped and attendance improves. No PP pupil is categorized as a Persistent Absentee.
H	To support parents to develop engagement Parents engage in their child's education and support their learning

I	and understanding of how to support their children in both academic / social skills	Parenting capacity to manage behaviour and develop their child's social skills improves. Raised parental expectations for what their children can achieve given the right support.
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PLANNED EXPENDITURE for ACADEMIC YEAR 2018-19						
The 3 headings below demonstrate how we are using the PP funding to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i) QUALITY OF TEACHING FOR ALL						
LINK TO BARRIERS AND SPECIFIC OUTCOMES		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?
A B C D E F	To improve teacher focus on the needs of PP pupils	Maintain staff training and focus to address needs effectively.	Previous training has already had an impact on provision and staff understanding. Continue with strategy	Regular monitoring, review & tracking. Direct link to SIP and evaluation and governor scrutiny.	DB DD SLT	Half termly & termly with staff & governors. End of Yr outcomes – July 18
B C,	To improve pupils understanding of their own targets & learning.	Ensure pupils receive high quality marking, target setting and feedback.	Feedback (recommended by EEF) is an effective way of ensuring pupils know what they need to improve.	Involvement of all staff. Lesson observations. Evaluation of SIP	DB MB SLT	Termly data and work scrutiny Observations Spr 19 July 19 outcomes
A, B C D E F	To support pupils falling short of ARE in KS1	Monitoring of progress and attainment & effective use of interventions	Evidence of previous success to target key pupils working below ARE, resulting in improvement by end of year.	Staff discussion to identify effective strategies and actions Monitoring by SLT members, followed by accurate data analysis.	SLT Teache rs	Half termly and termly data and work scrutiny. July 18 outcomes
TOTAL BUDGETED COST					0	
ii) TARGETED SUPPORT						
LINK TO BARRIERS AND SPECIFIC OUTCOMES		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?
A B C D E F G	To increase parental understanding of how to support learning	Curric Workshops for parents Structured conversations & support materials and activities sent home by class teacher	Parental support vital in building pupil self esteem and consolidating learning. Structured conversations build a partnership approach (AfA)	Continual dialogue, evaluation and feedback with parents.	Teac hers	July 18 outcomes
G H I	To improve pupil attendance at school	Improved tracking & response to concerns, inc link prior to entry with specific families.	Poor attendance is a clear indicator of low parental engagement with schooling and low pupil attainment.	Attendance monitored half termly. Direct involvement of Headteacher and Pastoral Support Worker.	MC DB	Half termly with end of Yr report to Governors – July 18
B	To encourage	Cover for teachers to	strategy.) Some pupils have behaviour which	Through action plans through the	Staff	July 2018 and regular

C F H	pupils to engage in learning by addressing challenging behaviour issues	attend training and meetings with parents and outside professionals e.g. behaviour support service/EP Relevant training for staff	<i>impacts on their ability to learn Impact is larger .targeted interventions matched to specific students with particular needs or behavioural issues (EEF toolkit) reducing challenging behaviour can have a direct and lasting effect on pupils learning</i>	service reviewed before and after a period of intervention. Behaviour support plans		reviews
A B	To improve children's fluency and comprehension in reading	Provision of extra reading sessions in school. Use of Dorset Partnership service in Foundation. Bug Club reading programme	Reading requires regular practice. The school needs to compensate for lack of reading support at home. <i>Digital Technology</i> encourages parents/pupils to engage in Eng and Ma (EEF recommended	Monitoring of individual pupil progress through reading records and data Monitoring by teachers of parental/home engagement. Prompts from teachers to ensure parents take up the opportunity.	Teac hers staff	Regular reviews of key interventions, pupil progress and outcomes. Annual data analysis. Reported to governors. Ongoing review July 18 outcomes
A B C D	To address gaps in understanding in writing phonics and maths and improve attainment	Targeted teaching group sessions to support gaps in learning. New phonic materials Links with pre-school providers and LA Training for Year one TAs in PIPS	Small Group Tuition (EEF recommended strategy.) Identification of needs, focussed planning and clearer outcomes/timeframe support pupils' learning Some pre-school providers not proactive in responding to pupils with significant needs.	Observations of booster/interventions carried out each year + data outcomes (termly) LY lead focus for 17/18 on LY TA support Review School Readiness Strategy and baseline.	Class teac hers DD	Regular reviews of key interventions, pupil progress and outcomes. Annual data analysis. Reported to governors.
C	To enable pupils to catch up and fill gaps in mathematical understanding	Continue First Class @ Number Training provided for Yr 1 Abacus	Consolidate improvements in data seen in 2017 KS1 teacher assessment. (see SIP.) First Class @ Number (EEF Recommended) enabling key pupils to 'catch up' in maths.	Training provided through local lead school – QA. Tracking data of pupils on scheme, measuring gains made.	DD Staff DG	
D	To improve attainment in phonics and reading.	Implement Read Write Ink across the school Give access to additional rWI materials for more able readers. Sessions run for parents	Phonics programme (EEF recommended) whole school approach.	In house training through Head Teacher Tracking data of pupils on scheme. Phonics assessment year one results Phonics retests year two results	staff	Regular reviews Mock testing Spring term

TOTAL BUDGETED COST						£17,484
iii) OTHER APPROACHES						
LINK TO BARRIERS AND SPECIFIC OUTCOMES		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?
E F H I	To raise pupil and parent self esteem, confidence and engagement	Free school uniform , trips, additional activities and part funded extra - curricular activities	By raising confidence and self esteem of pupils and encouraging parents to engage with the school, pupil's confidence and parental engagement will improve. Any misconceptions about life at school will be addressed.	Training provided through local teaching school – QA.	MC	Ongoing by pastoral worker + annually.
		Trained counsellor and pastoral support worker available to provide:- 1)Nurture group & individual provision for pupils lacking self esteem or self discipline Development of Nurture room environment in Sunflower room. Additional training for PSW	Parents feel the school is working in partnership with them for the well being of their child and respond accordingly.	Tracking of 'soft data' through 'before and after survey' for individual pupils.		
		2)Parenting Courses to support parenting skills inc behaviour management 3)Drop in sessions / Counselling Provide support from the Behaviour Support service	Better parenting skills enabling parents to support their child, both academically and socially	Increase for PSW time allocation to 2 days a week.		
			By supporting the parents in the home environment and working towards a consistent approach between home and school to improve behaviour and motivation to learn.			
TOTAL BUDGETED COST						£10,236
REVIEW OF EXPENDITURE FOR PREVIOUS ACADEMIC YEAR 2017-18			EXPENDITURE £27720 (APRIL 2017 – APRIL 2018)			

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
To improve progress and attainment in reading, writing and mathematics	Increase targeted support within classrooms.	End of Key Stage (year 2) number of pupils eligible = 6		Continue with approach. Staff awareness has improved and this now has to be consolidated through additional refresher training. Target gaps in learning – ie reading support for those without help from home, targeting key families for more personalised support from class teacher. Target more able readers coming up from year one. Continue with 1 st Class @ Number, introduce read, write Ink programme across the school to target phonics progress	£16, 912
		% of PP pupils achieving end of year expectations and above in reading.	50% (3) (Progress= 2.75)		
		% of PP pupils achieving end of year expectations in writing	50% (3) (progress = 2.3)		
		% of PP pupils achieving end of year expectations in maths	66% (4) (progress = 3)		
		Lower progress in reading and writing from last year. 50% of PP pupils were also SEND.			
ii) Targeted Support					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the Success criteria? Include impact on pupils not eligible for PP		Lessons learned (and whether you will continue with this approach)	Cost
To enable pupils to catch up and fill gaps in mathematical understanding	Implement First Class @ Number Training provided for Yr 1	1 st class number has proved successful as the majority of children made good progress in year one (according to the interventions testing criteria) Consistency of delivery and testing across TA's needs to be addressed for next year.		Continue implementing First Class@ Number. Identify children earlier who are suitable for 1 st class number intervention.	£1480
To encourage pupils to engage in learning	Bug Club reading programme and	In Reading: EYFS – 63.% of PP pupils @ EXP or above (7 out of 11) 9% of pupils achieved exceeding in reading. There is an increase in emerging and there was a higher percentage within emerging than the non-PP children. YR 1 – 37% of PP pupils @ EXS or above (out of 8 pupils) decrease from last year. Yr 2 – 50% of PP pupils @EXS or above (out of 6 pupils) This was the same as progress reached when they were in year		We will continue to run this intervention but monitor and promote the usage at home more effectively.	£375
	Abacus maths programme				£465

		one.		
To increase parental understanding of how to support learning	Curric Workshops Structured conversations & support materials and activities sent home by class teacher		Continue to target key families more directly using class teachers. We will also improve the consistency of phonics materials through Read, Write Ink. Including parental workshops for parents.	£600
To address gaps in understanding in writing phonics and maths and improve attainment	Targeted teaching group sessions to support gaps in learning. New phonic materials Links with pre-school providers and LA	The phonics checks for year 1 showed that 50% of pupil premium pupils passed (This was the same as last year). The majority of PP pupils not passing the year one test were also SEND 33% PP pupils passed the retest in year 2.(out of 3 pupils). Pupils who did not pass the retest were SEND pupils.	To implement Read Write Ink throughout the school from Foundation upwards to year 2. Staff training to be implemented for teachers and teacher assistants led by Head teacher.	
To improve pupil attendance at school	Improved tracking & response to concerns, inc link prior to entry with specific families.	2017-18 Overall absence rate for our PP pupils for the year was 7.69%. The 2017 National for Primary Absence for FSM was 7.3% so we are slightly below national.		
To improve children's fluency and comprehension in reading	Provision of extra reading sessions in school.			

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

To raise pupil and parent self esteem, confidence and engagement	Free school uniform , trips, additional activities and part funded extra -curricular activities Trained counsellor and pastoral support worker available to provide:- 1)Nurture group & individual provision for pupils lacking self esteem or self discipline 2)Parenting Courses to support parenting skills inc behaviour management 3)Drop in sessions / Counselling	Offers of extracurricular clubs were taken up. All PP families took up the offer of free uniform Evaluations of parenting course show it was universally well received and some parental management of pupil's behaviours has improved. Parents voice their appreciation of Mrs Chapman's support and help. Soft data gathered indicates improvements in self confidence and formation of positive links between parents and school. Also developed targeted work with individuals to address concerns.	Continue with offering extracurricular activities, uniform and trips/activities etc. 100% of parents received their grant for school uniform provision. We will continue with this intervention and inc specific behaviour management training for parents. We have reviewed attendance tracking procedures and will provide more information to parents on a regular basis (Continue PSW support to 2 days a week) Create a designated room for Nurture activities in order to provide better activities for children. Increase opportunities for parents to attend drop in sessions with school Pastoral worker to address behaviour issues early.	£989
				£2820