

PUPIL PREMIUM STRATEGY STATEMENT				CHRISTCHURCH INFANTS SCHOOL	
Academic Year	19/20	Total PP budget Apr 19-Mar 20	£40,920	Date of most recent PP Review	Dec 2019
Total no of pupils	356	Number of pupils eligible for PP (not including Post Lac pupils)	32	Date for next internal review of this strategy	April 2020

CURRENT ATTAINMENT AND PROGRESS FOR BEG OF 2019/20 ACADEMIC YEAR- 14 pupils, 7with Special Educational Needs (50%)				
<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' )	% making expected or above progress	KS1 2017 Nat Average for Disadvantaged	KS1 2017 Nat Average for Non Pupil Premium
In READING	End of Aut term = 57%	71% made expected progress by end of Aut term	62%	79%
In WRITING	End of Aut term =36%	78.5% made expected progress by end of Aut term	53%	72%
In MATHEMATICS	End of Aut term =64%	71% made expected progress by end of Aut term	60%	79%

EYFS (8 pupils) Including 5 SEND pupils (50%)	Pupils with Typical attainment on entry	Pupils now on track to achieve Exp or above (baseline Foundation 2018/19)	Pupils making Exp progress or above from starting point
RD	25%	62.5%	62.5%
WR	25%	62.5%	50%
Number	37.5%	87.5%	62.5%
Shape & space	50%	75%	75%

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	Poor independence levels
F	Behaviour and poor motivation to learn (including attachment)
G	Poor attention and listening skills
H	Poor self esteem
EXTERNAL BARRIERS (Issues which require action outside school)	
I	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)
J	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
K	Challenges concerning family circumstances
L	Home environment and access to home learning

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. All SEND PP pupils in year 2 made at least 2 tracking points and majority exceeded this.
E F G H	To develop PSED skills and self esteem for individuals (including independence) to impact on behaviour.	Pupils demonstrate more confidence, self control, social awareness and self esteem and this is reflected in more positive learning behaviours and attitudes to school. Behaviour logs show a reduction in behaviour incidents.
I	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. Attendance to be more in line with that of other pupils (closing the gap).
J K L	To support parents to develop engagement and understanding of how to support their children in both academic / social skills	Parents engage in their child's education and support their learning 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. Provide opportunities for home learning.

PLANNED EXPENDITURE for ACADEMIC YEAR 2019-20						
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 SLB SLT	Half termly & termly with staff & governors. End of Yr outcomes – July 20
A B C D	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 JS SLT	Termly data and work scrutiny Observations Spr 20 July 20 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 20 outcomes

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 H	To increase parental understanding of how to support learning	Curriculum Workshops for parents with follow up materials sent home based on feedback. Structured conversations & support materials and activities sent home by class teacher. Information on read, write ink included in workshops and parent consultations.	Parental support vital in building pupil self esteem and consolidating learning. Structured conversations build a partnership approach (based on AFA strategies)	Continual dialogue, evaluation and feedback with parents.	Teachers	July 20 outcomes
H I J K L	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 20
B C F G H	To encourage pupils to engage in learning by addressing challenging behaviour issues	for teachers to attend training and meetings with parents and outside professionals e.g. behaviour support service/EP( package support put in place) Relevant training for staff through Boost	<i>strategy.) Some pupils have behaviour which 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>	Behaviour logs and incidents resulting in temporary exclusions reduced. Behaviour logs monitored regularly. 'chill room' being used effectively and impacting on incidents reported. Consistency cards and timetables of support in place and showing impact. Behaviour support plans matching to recommendations from outside professionals.	JS DD Class teachers	Regular reviews half termly.
D	To improve children's fluency and comprehension in reading	Target readers Use of Dorset Partnership service in Foundation. Bug Club reading programme for home accessible to all and School providing	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 <i>(EEF recommended</i>	Monitoring of individual pupil progress through reading records and data. Monitoring of PP pupils in place who access the Dorset Partnership service. All children accessing bug club either through school or lunchtime clubs.	Teachers  Staff	Regular reviews of key interventions, pupil progress and outcomes. Annual data analysis. Reported to governors. Ongoing review of Bug club usage for PP pupils July 20 outcomes

		additional opportunities through lunch time clubs.		Monitoring by teachers of parental/home engagement. Data		
A B C D	<p>To address gaps in understanding in writing phonics and maths and improve attainment</p> <p>To improve speech and language which can impact on phonics and writing skills</p>	<p>Targeted teaching group sessions to support gaps in learning including fine and gross motor skills)</p> <p>In house training for TAs and staff from HT and DHT for Read, write, ink. Training for new members of staff in RWI Streaming of RWI in year Foundation and Year one. Year 2 provision in place for Year one pupils who need to retake phonics test from Year one. Maths intervention groups Provide targeted speech and language support for pupils.</p>	<p>Small Group Tuition (EEF recommended strategy.)</p> <p>Identification of needs, focussed planning and clearer outcomes/timeframe support pupils' learning</p> <p>Some pre-school providers not proactive in responding to pupils with significant needs.</p> <p>Phonics programme (EEF recommended) whole school approach.</p>	<p>Termly reviews with base leaders to review progress of pupils in interventions and to review provision.</p> <p>Observations through learning walks of phonics delivery</p> <p>Passing of phonics test in year 2.</p> <p>Tracking of data through mock testing of phonics.</p> <p>Review School Readiness Strategy and baseline.</p>	<p>Class teachers</p> <p>PC</p> <p>JS</p> <p>DB</p>	<p>Regular reviews of key interventions</p> <p>pupil progress and outcomes.</p> <p>Annual data analysis. Reported to governors.</p> <p>Mock testing of phonics in year one ( spring term)</p>
C G H	To enable pupils to catch up and fill gaps in mathematical understanding	<p>Continue First Class @ Number</p> <p>Additional number intervention for PP pupils falling below criteria for First Class number</p>	<p>First Class @ Number (EEF Recommended) enabling key pupils to 'catch up' in maths.</p>	Tracking data of pupils on scheme, measuring gains made.	Staff DG	
<p>TA targeted support . Interventions used by teaching assistants include:</p> <p>Maths and writing intervention groups.</p> <p>Additional phonics support.</p> <p>Target reading</p> <p>1-1 speech and language support /narrative groups ( SALT TA)</p> <p>Learn to Move programme to target gross and fine motor control</p> <p>Fine motor activity groups.</p> <p>Individual behaviour support</p>				<b>TOTAL BUDGETED COST</b>		£29,299

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 G H	To raise pupil and parent self esteem, confidence and engagement	<p>Free school uniform , trips, additional activities and part funded extra - curricular activities</p> <p>Trained counsellor and pastoral support worker available to provide:- 1)Nurture group &amp; individual provision for pupils lacking self esteem or self discipline Development of Sunshine room for pastoral behaviour support ‘Chill area’ Additional training for PSW 2)Parenting Courses to support parenting skills inc behaviour management 3)Drop in sessions / Counselling Provide support from the Behaviour Support service Signing posting for families</p>	<p>By raising confidence and self esteem of pupils and encouraging parents to engage with the school, pupils confidence and parental engagement will improve. Any misconceptions about life at school will be addressed. Parents feel the school is working in partnership with them for the well being of their child and respond accordingly.</p> <p>Better parenting skills enabling parents to support their child, both academically and socially</p> <p>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.</p>	<p>Training provided through local teaching school – Boost</p> <p>Meetings with parents documented</p> <p>Tracking of ‘soft data’ through ‘before and after survey’ for individual pupils.</p> <p>Secure two days a week for school pastoral worker to provide nurture groups and one to one sessions with individuals.</p>	MC	Ongoing by pastoral worker ( weekly updates when required)
TOTAL BUDGETED COST						£11, 621

REVIEW OF EXPENDITURE FOR PREVIOUS ACADEMIC YEAR 2018-19			EXPENDITURE £34,320 (APRIL 2018 – APRIL 2019)		
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 teacher focus on the needs of PP pupils	Maintain staff training and focus to address needs effectively.	End of Key Stage ( year 2 ) number of pupils eligible = 9		Continue with approach. Staff awareness has improved and this continues to be consolidated through further training in RWI delivery. 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 1st Class @ Number, introduce read, write Ink programme across year one (streamed) the school to target phonics progress.	
		% of PP pupils achieving end of year expectations and above in reading.	55.5% (5 out of 9) (Progress= 3.4)		
		% of PP pupils achieving end of year expectations in writing	33.3% (3 out of 9) (progress = 2.5)		
To improve pupils understanding of their own targets & learning.	Ensure pupils receive high quality marking, target setting and feedback.	% of PP pupils achieving end of year expectations in maths	55.5% (5 out of 9) (progress = 3.1)		
		Higher progress in reading, writing and maths from last year.			
		Attainment is higher in reading but lower in maths and significantly lower in writing.			
To support pupils falling short of ARE in KS1	Monitoring of progress and attainment & effective use of interventions				
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 increase parental understanding of how to support learning	Curriculum Workshops for parents Structured conversations & support materials and activities sent home by class teacher funding also used for interpreter for non English speaking family	Curriculum workshops took place at the start of the year (sept 2018). These were received well by parents who attended.		Continue to offer curriculum workshops in all three year groups. Ensure that there are follow ups to questions asked in curriculum workshops to ensure that there is a good communication between parents and school.	£331

To improve pupil attendance at school	Improved tracking & response to concerns, inc link prior to entry with specific families.	Continuously tracking and raising concerns to families for 96% letter goes out. 90% below persistent absentees were called in for a 1-1 meeting with school Pastoral worker. Overall average for PP pupils last year was 93.3%	Continue with monitoring strategies for absences under 96%.	
To encourage pupils to engage in learning by addressing challenging behaviour issues	Cover for teachers to attend training and meetings with parents and outside professionals e.g. behaviour support service/EP Relevant training for staff	Pupils with challenging behaviour have support plans based on the advice received from the behaviour support service and other outside agencies. Training in behaviour management has taken place during the year (2018-19) and the start of the new academic year. Training has included attachment which is associated with our PP pupils who are POST LAC	Behaviour support will need to be a high priority in order to support children with behaviour needs associated with attachment and possible Autism which has been identified for a section of PP pupils. Due to the high need next year packages of support from the outside services will be explored e.g. Educational Psychologist and behaviour support service. Alongside the use of outside professionals ongoing training and advice is being support by the current Attachment lead (deputy Head) who is joining the school in September 2019. Further training to be accessed through 'Boost' which links to Linwood and Trigonwell special schools. Development within school of a dedicated 'chill zone' to help pupils with attachment difficulties. Review the use of areas within the year two base to accommodate pupils with higher level behaviour needs.	£540
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	PP pupils accessing the Dorset Partnership service in Foundation were emerging in reading at the end of the year however looking at progress based on their entry levels good progress was made in line with expectations e.g. 2-3 progress points.	We will continue to access the provision provided by the Dorset Partnership service in Foundation. Monitoring of access to Bug club will need to be put in place in order to give an indication of its impact linked to progress made by PP pupils and opportunities given to PP pupils to access the programme within school	£90  £1037

			e.g. lunch time club. As not all PP pupils are accessing the programme at home.	
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	phonics groups for year two pupils being retested in year 2 proved to be successful for PP pupils with 100% pass rate.  In year one 50% of PP pupils passed their phonics test.  Ongoing training has been carried throughout the year	Streaming to take place in year one in RWI to help support gaps in learning. Assessments to be carried out regularly to ensure children are moved to the appropriate groups in line with their abilities.	£331  £18704.50
To enable pupils to catch up and fill gaps in mathematical understanding	Continue First Class @ Number Training provided for Yr 1 Mathletics	10 pupils had access to the 1 <sup>st</sup> class number programme over the year. One Year 2 PP pupil reached Age related expectations by the end of the year who was below ARE at the end of year One .In year one 3 PP pupils achieved age related expectations for attainment by the end of the year. 100% of year 1 and year 2 PP pupils made expected progress gaining at least 3 points progress over the year with two pupils exceeding progress.	Continue the intervention of First class number. Access to mathletics to be monitored to see if more opportunities need to be offered to children to take part in these activities within school e.g. Mathletics club.	£1983.60  £220
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	In year one 50% of PP pupils passed their phonics test. 100% of year two pupils who were retested passed their phonic test.	Next year all year one children will be receiving phonics through read, write, ink which will be streamed through the year group to allow for better targeting.  Further training needs to be given to TAs and staff to ensure that there is consistency in delivery. ( modelled for staff by HT and DHT) RWI to be included in curriculum workshops for year one parents	

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	Cost



			Approach)	
To raise pupil and parent self esteem, confidence and engagement	Free school uniform , trips, additional activities and part funded extra -curricular activities	Majority of parents accessed free school uniform.  Funding was provided for the school panto. All pupils received funding for trips and extra-curricular activities.	Continue with offering extracurricular activities, uniform and trips/activities etc.	£88 £650 £460 £14.90
	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 2)Parenting Courses to support parenting skills inc behaviour management 3)Drop in sessions / Counselling Provide support from the Behaviour Support service	Training provided through local teaching school – QA. Pastoral support worker has two dedicated days for nurture and individual sessions. Room was underused for nurture and most support was alongside pupils in their classrooms or other areas of the school. More sessions also took place with one to one sessions with parents  Improvements in behaviour 2018-19 Soft data collection-  Children have been supported by the behaviour Support service for behaviour. (includes children in receipt of PP funding as POST LAC pupils).	We will continue with this intervention and inc specific behaviour management training for parents through school Pastoral worker. Continue 2 dedicated days of nurture for children provided by school pastoral worker.  Increase opportunities for parents to attend drop in sessions with school Pastoral worker to address behaviour issues early.  Review of areas needed within school for nurture activities and the best ways to use the spaces within the school to address all needs.  Some reduction seen in behaviour incidents but high needs indicated for next year with more targeted support for children with behaviour difficulties	£9950          £540