

Pupil premium strategy Christ Church (Church of England) Junior School 2019- 2020

1. Summary information					
School	Christ Church (Church of England) Junior School				
Academic Year	2019/2020	Total PP budget- April 2019	£73,240	Date of most recent PP Review	July 2020
Total number of pupils	244	Number of pupils eligible for PP on roll January 2020	50	Date for next internal review of this strategy	July 2021

2. Attainment – July 2019		
Year 3 – 12 children, Year 4 - 9 children, Year 5 - 12 children, Year 6 -17 children	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% on track to achieve the expected standard or above in reading, writing & maths	42%	
% making expected progress in reading (as measured in the school)	87.5%	
% making expected progress in writing (as measured in the school)	85.4%	
% making expected progress in mathematics (as measured in the school)	68.7%	

3. Barriers to future attainment (for pupils eligible for PP) <i>Identified July 2019</i>	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	SEN – 32% of the disadvantaged children also have SEND. (16 children)
B.	EAL- 20% of the disadvantaged children have English as an additional language.
C.	10% of the disadvantaged children are young people in care or have previously been in care.
D.	Social and Emotional Needs- A 46% of the disadvantaged children have anxiety, self-esteem, friendship or confidence issues which impact on their ability to concentrate and access learning. (23 children have received support from the school counsellor.)
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates) – Identified July 2019</i>	
E.	Mobility 28% of the disadvantaged children in Years 5 and 6 joined the school mid key stage. (8 children).

F.	Two children had serious illness resulting in significant absence from school which impacted on their progress and attainment. Disadvantaged children have attendance at 96.17% compared to on disadvantaged children 97.36%	
G.	24% of the disadvantaged children's families have been supported by Early Help Assessments, Child in Need or Child Protection Plans. (12 children).	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) set July 2019		Success criteria
A.	EWO intervention and support to improve attendance of identified pupils.	Attendance improves and the importance of attendance on pupil progress is understood by parents.
B.	EAL Identification of need and provision allocated to specifically meet the need.	EAL barrier reduced and pupil outcomes improve.
C.	School Counsellor supports identified pupils to improve confidence and self-esteem to allow them to access learning and make accelerated progress.	Improved outcomes and narrowing of the gap.
D.	Engage hard to reach families through parent workshops.	Parents are better equipped to support their children at home. Home school links are developed.

Parents Workshops-

Our yearly grammar workshops provide information for parents in order for them to support their children at home. A study by the National Collage revealed that barriers to parental engagement are attributable to parental factors rather than factors stemming from the school. The National Collage research states 'the promotion of families learning together, is seen as a positive engagement strategy'. Due to this, our workshops take a 'family learning' format. The children answer question in the way they would in class. This avoids the parents feeling under pressure. It also provides parents with the opportunity to spend structured 1:1 time supporting their child's learning while also learning and gather information themselves. By using this format, we have seen numbers of parents attending the workshops rise, especially in lower school. In 2020, 35 parents attended the year 5 and 6 workshop, 57 parents attended the year 3 and 4 workshop. This is a 40% take up rate across the whole school. Parents attending the workshops have been able to support their children with homework activities with confidence. Parents' feedback was overwhelmingly positive. Parents who attended when their child was in year 3, still attended in year 4 as they felt the update each year was valuable. We also provided PE Workshops along the same format with parents and children learning together. The Maths workshops planned for the summer term were cancelled due to COVID.

5. Planned Expenditure and Impact Review

Academic year 2019- 2020 Funding £73,240

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Interventions and Provision Mapping are completed termly to address the needs of individuals and small groups.	To address an area of weakness, to ensure that the child 'keeps up' with their peers or to address a gap in their knowledge and understanding.	Timely intervention and support that allows a child to access the learning and keep up with their peers has a positive impact on their learning and self-esteem. The interventions that address a gap in knowledge will allow a child to build on a stronger foundation when learning and accessing harder skills and concepts.	Interventions and Provision mapping are monitored termly. Checks are completed to measure the impact of an intervention and that includes the timetable, frequency and focus.	Class teacher to supervise and support the staff member delivering the intervention. SLT to evaluate with the Teacher the impact.	Termly Additional Teaching Assistant Hours Cost £57,830

Impact Review

The progress data at March 2020 indicates that this approach has had a positive impact on pupil's progress. Pupil progress measured between July 2019 and 20th March 2020 when the schools closed due to COVID: 93% of children were making the expected progress in Reading, 86% in Writing and 91% in maths. 82% were on track to achieve the expected progress in Reading, Writing and Maths.

EAL – Review	To ensure accurate assessment of language acquisition on entry. This will identify areas for support and development.	Children will be provided with accurately pitched interventions or support to allow gaps in their language acquisition to be addressed at the earliest opportunity. This will allow future learning to be built on a solid foundation. It will also allow a clear distinction between EAL and SEN needs to be established.	SLT and SEND-Coordinator	Mrs S Blower/ Mrs Nash/ Mrs H Harris	Termly
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Impact Review

All staff have received training in 'Initial Language Assessment' and resources have been purchased to support assessment to enable more accurate preparation and delivery of work matched to pupils needs. All EAL children were assessed on admission and a programme of work set. They were making progress towards their targets and being reviewed half termly. Work in other languages was provided on the School Work Portal during closure.

Total budgeted cost £57,830

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
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EWO	Improved attendance of identified pupils.	Children attending school are able to access learning and make good progress.	Fortnightly meetings with the EWO and monitoring of attendance.	Mrs Blower/ Mrs L Wood	Termly Cost £630
<p>Impact Review The attendance gap between pupil premium children and non-pupil premium children increased by 1.92% in the year to March 2020. Further strategies will be introduced to improve this outcome in 2020/2021.</p>					
School Counsellor	Improve pupils social and emotional needs to allow them to access learning.	Pupils need to feel safe and happy to access learning. Children who are anxious about school or matters at home cannot apply their full attention to the learning taking place.	Half Termly meetings with the School Counsellor. Pupil progress meetings with the class teacher. Working in partnership with parents and families.	Mrs S Blower/ Ms S Ghale	Half Termly Cost £11,000
<p>Impact Review Mrs Ghale has worked with 12 children eligible for PPG funding in addition to other children in the school. She has a positive impact in meeting their social, emotional and mental health needs. This enabled these children to engage more fully with the teaching and learning until the school closure in March 2020. Mrs Ghale's support will resume in September 2020.</p>					

Individual Tuition- Young person in care	Accelerated progress and improved self-confidence to access support in the classroom environment.	Previous method used to allow a young person to access discreet support from a teacher and to gain confidence in doing so. Thus improving their knowledge and understanding of the subject but also giving them the confidence to access support in front of peers.	Liaison with carer to ensure attendance and completion of related homework tasks.	Mrs S Blower/ Carer	Termly with carer, tutor and class teacher.
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Impact Review

This approach has had a positive impact on the young person concerned and has allowed the child to keep up with their peers.

Annual cost £780 39 x £20.

This approach will be offered to other children through the COVID Catch up Funding.

Total budgeted cost £12410

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
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<p>Wider Opportunities- To continue to fund extra-curricular activities for disadvantaged pupils.</p>	<p>To allow all children the opportunity to participate in the wider life of the school. No disadvantaged pupil will need to miss any opportunity to experience extra-curricular activities or events which will enrich or broaden their enjoyment of school. To allocate funding to provide prizes, rewards and incentives to develop good attendance.</p>	<p>Children who have access to a broad range of experiences develop their cultural capital and this allows them to see what school, and life has to offer.</p>	<p>Ensure all disadvantaged families are aware of the funding opportunities available through the school to allow their child to access all activities.</p> <p>Ensure families are aware of the attendance Reward Programme.</p>	<p>Mrs Blower</p> <p>Total Cost</p>	<p>Termly</p> <p>Fund Allocated £3000</p> <p>£3000</p>
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Impact Review

15 children were supported with Music Tuition and 7 children with sports club sessions. £800 was used to support Pupil Premium children with payments towards board and food on residential visits. In addition bus passes have been provided to assist families in getting to school.

This fund removes the financial barriers and allows all of our children to have equality of opportunity.

Actions for 2020/2021

At Christ Church (Church of England) Junior School the funding will be used to:

Focus on accelerating the progress and attainment of disadvantaged pupils in reading, writing and maths through quality first teaching and intervention groups. Prioritise pupils in danger of not achieving the expected levels of progress or attainment.

Provide additional funding for counselling services to meet the demands for mental health support anticipated when the children return to school in September following school closure due to COVID 19.

Develop the engagement of parents through the continued use of our Blog and Work Portal. To ensure that parents are aware of their child's progress through termly summary reports.

Improve the attendance and punctuality of pupils through the support that our EWO offers to families. Introduce an attendance reward scheme for the disadvantaged pupils.

Continue to:

Support children with particular needs e.g. pupils who are new to English, have social and emotional difficulties, unstable home circumstances or child protection concerns.

Ensure that pupils who are new to our school are quickly and accurately assessed so that they can be provided with well-matched teaching and learning tasks and access learning at the appropriate level quickly.

Actively promote independent, guided and shared learning experiences so that pupils with in class support do not become over reliant on the adult but develop resilience, independence and perseverance skills.

Ensure that transition of the year 2 children to the Junior school provides a consistent learning experience. Adults at both the Infant School and Junior School work closely together to ensure that teachers, are accurately informed of each child's strengths and areas for improvement.

Ensure that transition to Secondary School for our year 6 children is given careful consideration to ensure that children feel confident that their new teachers' area of their strengths and areas for support.

