 **Pupil premium strategy statement**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Christ Church Academy | | | | |
| **Academic Year** | 2016 17 | **Total PP budget** | £130,680 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 189 | **Number of pupils eligible for PP** | 85 | **Date for next internal review of this strategy** | September 18 |

|  |  |  |
| --- | --- | --- |
| 1. **Current attainment** | | |
| School Whole cohort | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| 36% achieving in reading, writing and maths | 29% | 67% national benchmark |
| 43% achieved the standard in reading | 35% | 77% national benchmark |
| 78% Achieved the standard in writing | 59% | 81% national benchmark |
| 50% Achieved the standard in writing | 47 | 80% national benchmark |
| -1.7 progress measure in reading | -3 | 0 |
| 3.3% progress measure in writing | 2 | 0 |
| -1.5% progress measure in maths | -2.8 | 0 |

|  |  |  |  |
| --- | --- | --- | --- |
| 1. **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)* | | | |
|  | | High incidence of social, emotional and mental health (SEMH) needs impacting on pupil ability to access learning and make expected progress from KS1 – KS2 | |
|  | | Poor oral language skills on entry continue to impact negatively on pupil ability to access reasoning paper in maths and to accurately interpret questions in reading. | |
| **C.** | |  | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Attendance for our pupil premium children is 93.5% against 96% as the national average and 95.6% for our non-pupil premium pupils. This is one of the factors leading to lower standards of attainment and progress for our pupil premium pupils. | |
| **E.** | | Low family income leading to children not receiving an adequate breakfast and arriving at school without uniform impacting on their ability to focus on learning. Lack of variety of learning experiences in holidays and at weekends e.g. days out. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | The needs of pupils experiencing SEMH difficulties are assessed and the appropriate intervention is identified and delivered. | | Reduced incidence of referral to outside units  Reduced incidence of fixed term and permanent exclusion  Pupils accessing provision make broadly average progress  Pupils not accessing provision maintain a calm and learning environment  Improved attendance levels. |
|  |  | |  |
|  |  | |  |
|  | Attendance to improve | | Attendance of all pupils is closer to national levels. The difference between our pupil premium children and |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019** | | | | |
| 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. | | | | | |
| 1. **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?** |
| To ensure early intervention to accelerate progress in language development for pupils in the EYFS  To ensure that pupils are identified and intervention put in place as soon after entry to nursery and reception as possible  To raise attainment particularly in phonics and writing. | Employment of a language development worker to provide early intervention in the EYFS  Language development worker to support pupils raising concern around their communication and language development in nursery and reception. | Children in the early years depend on language and communication skills to access the curriculum. Prior to the introduction of our language development worker we had a higher incidence of pupils requiring speech and language therapy in KS1 and KS2. The numbers of children requiring this level of support have decreased. This is due to the early identification of need and programmes in place to develop pupil’s language skills.  There has also been an increase in the proportion of pupils achieving a good level of development in this time and we are now slightly above national figures in this area. | Pupil progress will be monitored and pupil progress meeting with the class teacher and EYFS lead will take place on a half termly basis.  EYFS lead to observe sessions to ensure quality of provision. | LG | To be reviewed half termly through pupil progress meetings and data tracking in addition to session observations. |
| Accelerated attainment and progress for pupil premium pupils in year 5 and 6. | Pupil premium intervention teaching assistant  Employment of an additional member of support staff to increase capacity in order to be able to use a member of support staff to deliver teacher planned intervention to pupil premium children in year 5 and 6 who are in danger of not achieving level 4 or not making expected progress in the national tests at the end of key stage 2. | Teaching staff in Y5 and 6 make effective use of support staff so that they are able to focus teaching at the needs of each group of pupils. In some cases support staff work with higher ability children in order to keep up the pace of their learning when they are working ahead of the class or they may teach lower ability children where appropriate. This allows the teacher to accelerate pupil progress. | Half termly monitoring of quality of teaching, planning, pupil outcomes through ‘subject on a page’ monitoring carried out by the leadership team. Reported o governors. |  | Monitored by HT, governors and class teachers during 6 weekly pupil progress meetings. |
| Improved standards in writing in all cohorts. | Learning experiences  To provide first hand learning experiences to give socially disadvantaged pupils a broader range of real life experiences to base their writing on. | Pupils report that they enjoy these experiences and it helps them to access the subject. Teaching staff feel that it supports pupils with limited experiences in order to give them real experiences to draw on in their writing | Half termly monitoring. Teachers submit evidence files of learning experiences and writing generated through these. |  | Monitored by HT, governors and class teachers during 6 weekly pupil progress meetings. |
| **Total budgeted cost** | | | | | £25,500 |
| **Mid Year Review March 2018** | | | | | |
| * Language support worker continue to work with pupils in EYFS and this has contributed to the positive progress pupils have made data * Pupils in year 5 and 6 each maintain a dedicated TA. Observations evidence that staff are used effectively to support learning. * Learning experiences have not always taken place. This is because, despite the subsidies to cost, the school receives very few parental contributions towards transport costs. It has become evident that, on occasion cost has been a factor in the decision weather a learning experience goes ahead. This situation is under review by SLT. Some very good quality learning experiences have taken place and where these have occurred pupils have produced good quality work. | | | | | |
| 1. **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?** |
| **Pupils experiencing SEMH difficulties to achieve age related outcomes or progress measures across KS1 and KS2** | Provide a small group therapeutic teaching base for pupils whose SEMH needs are resulting in persistently disruptive, aggressive, or violent behaviours. This will require a specialist teacher and a teaching assistant to work full time in the Ark resource base.  A Forest school leader from e.merge also works within the provision for an afternoon each week. | Pupils SEMH needs have typically prevented them from accessing learning, leading to periods of time away from their learning base, exclusion from school. It has also created disrupted learning for other pupils in the class or teaching area.  The education endowment fund ‘Teaching and Learning Toolkit’ uses research to evaluate the impact and cost of behaviour interventions. It concludes that:  ‘Evidence suggests that, on average, behavior interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviors.’ | Half termly monitoring of quality of teaching, planning, pupil outcomes through ‘subject on a page’ monitoring carried out by the leadership team with support from SEN Governor where appropriate. | Led by LG  And MC | Provision will be monitored half termly and adjusted according to findings. |
| **Pupils experiencing SEMH difficulties to achieve age related outcomes or progress measures across KS1 and KS2** | To run nurture provision for pupils identified as having emotional/behavioural needs through use of Boxall profiling’.  provide early intervention so that children exhibiting signs of SEMH need are provided with a safe, small group, nurturing environment in order to ensure that barriers to learning are removed and pupils make good or better progress.  Provision requires a lead practitioner and a supporting member of staff.  A Forest school leader from e.merge also works within the provision for an afternoon each week. | Pupils SEMH needs have typically prevented them from accessing learning, leading to periods of time away from their learning base, exclusion from school. It has also created disrupted learning for other pupils in the class or teaching area.  The education endowment fund ‘Teaching and Learning Toolkit’ uses research to evaluate the impact and cost of behaviour interventions. It concludes that:  ‘On average, Social emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).’  ‘SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.  ‘ | Half termly monitoring of quality of teaching, planning, pupil outcomes through ‘subject on a page’ monitoring carried out by the leadership team with support from SEN Governor where appropriate. | Led by LG and CH | Provision will be monitored half termly and adjusted according to findings. |
| **Total budgeted cost** | | | | | £93,079 |
| **Mid Year Review March 2018** | | | | | |
| * Ark - 2 pupils successfully reintegrated to class. 2 pupils needs have now been assessed and EHCPs applied for. It is unlikely that they will return to mainstream full time in the foreseeable future. Ark lead has been trained in drawing therapy and has attended a masters level accredited training in attachment. * Nurture – provision received accreditation this year. | | | | | |
| 1. **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?** |
| To support PP families are able to access the full range of services offered by the school | Hardship funding for pupils accessing before and after school provision whose parents have been unable to meet costs. | The rationale is that working families where parent’s income is very low or there may be zero hours contracts often struggle to meet child care bills that they have accrued. Whilst they may be able to meet cost going forward, they cannot meet the debt they have incurred. For many pupils attendance at before and after school club provides a secure environment and supports working families on low incomes. | Review to ensure that funds have been allocated where needed | AA  PF | Termly review |
| To ensure that barriers to learning caused by emotional difficulties are met | Employment of a child therapist for 1 day a week  Training and release time for the learning mentor and Ark lead to be trained in drawing therapy | Mental health services and CAHMS were slow to respond to pupil need. We have a significant minority of pupils who have experienced personal trauma and this was presenting barriers to their ongoing happiness, sense of safety and ability to learn within a class room environment. The child therapist works with 4 pupils for 1 to 1 hour sessions through a teacher referral system.  2 members of staff to be trained in drawing therapy. This us to ensure that the school can continue to provide therapeutic services even if funding in the future dictates that we can no longer employ a child therapist. | Monitored through weekly meetings between therapist and SENCO to review provision, discuss progress and make referrals. Included n pastoral report to governors. | LG | Termly review |
| To ensure that attendance levels improve and the number of persistent absentees decreases. | Time for key staff to attend the BDAT attendance work stream and to implement strategies to support improved attendance. To fund rewards for pupils with good/improved attendance | In school data suggests that attendance of pupil premium children is below that of non pupil premium pupils.  This is linked to attainment and the attainment of pupil premium children is lower than that of non pupil premium children. | I/2 termly data review, report to governors and pupil progress meetings. | LG, RI, BM | Termly review |
| **Total budgeted cost** | | | | | £11,408 |

|  |
| --- |
| **Mid Year Review March 2018** |
| * Funds this year to date have been used to provide free before and after school care to support a family in which the father was dying of liver failure. He has now passed away. * Staff have engaged with the BDAT work stream and attendance is improving. Some pupils have dropped below 90% due to holidays in term time and it is expected that they will not be persistent absentees by the end of the year. Others are worked with on a case by case basis. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure end 2017/18** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **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 ensure early intervention to accelerate progress in language development for pupils in the EYFS  To ensure that pupils are identified and intervention put in place as soon after entry to nursery and reception as possible  To raise attainment particularly in phonics and writing. | Employment of a language development worker to provide early intervention in the EYFS  Language development worker to support pupils raising concern around their communication and language development in nursery and reception. | By the end of EYFS all children identified as requiring speech and language support have been referred and teachers work to regularly reviewed targets.  Communication and language measures for end of reception are above national average despite low starting points.  The proportion of pupils achieving the standard in phonics by the end of year 1 has been 87% for the last 2 years. This is above the national average. | Pupils make good progress. However we believe that the intervention would be more effective if parents were also involved. We will extend the offer to after school stay and play sessions in 2018/19 in order to increase their skill level and create more sustainable improvement. This will be funded through the essential life skills project. | As budgeted |
| Accelerated attainment and progress for pupil premium pupils in year 5 and 6. | Pupil premium intervention teaching assistant  Employment of an additional member of support staff to increase capacity in order to be able to use a member of support staff to deliver teacher planned intervention to pupil premium children in year 5 and 6 who are in danger of not achieving level 4 or not making expected progress in the national tests at the end of key stage 2. | 2018 saw our highest SAT results since the introduction of the new curriculum tests. Progress in all areas was at or above national. Results were as follows:   |  |  |  | | --- | --- | --- | |  | % achieving or exceeding the standard | Progress measure | | Reading | 62% | -0.6 | | Writing | 77% | 1.8 | | Maths | 77% | 2.4 | | Combined | 54% |  | | Providing a dedicated TA in year 6 gave the teacher increased flexibility in organising pupil learning and differentiation. She was able to ensure that misconceptions were dealt with and pupils had time to learn necessary skills prior to moving on to the next lesson. We consider this approach successful and will continue it. We also intend to provide a TA in Year 2 in 2019/20. Due to budget pressures we are now unable to provide classroom support from school budget and the majority of our TAs now work as 1 to 1 support for pupils with special needs.  We found that attempting to use the TA across y5 and 6 was not effective as it created inconsistency and reduced stability within the classes. |
| Improved standards in writing in all cohorts. | Learning experiences  To provide first hand learning experiences to give socially disadvantaged pupils a broader range of real life experiences to base their writing on. | There is evidence of good quality writing produced by pupils in all cohorts as a result of learning experiences. | The impact of this depends on the quality of preparation and follow up by the teacher. This is monitored.  Continue provision. |  |
| 1. **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** |
| **Pupils experiencing SEMH difficulties to achieve age related outcomes or progress measures across KS1 and KS2** | Provide a small group therapeutic teaching base for pupils whose SEMH needs are resulting in persistently disruptive, aggressive, or violent behaviours. This will require a specialist teacher and a teaching assistant to work full time in the Ark resource base.  A Forest school leader from e.merge also works within the provision for an afternoon each week. | 2 pupils from Y6 acessed the ARK. Both made better than expected progress as follows   |  |  |  | | --- | --- | --- | |  | Child A progress Measure | Child B Progress Measure | | Reading | 3.34 | 2.34 | | Writing | 2.54 | 4.37 | | Maths | -0.67 | 3.67 |   There has been a reduction in the number of exclusions made as follows: | The approach will continue in light of good outcomes.  The focus will now be to develop skills of the Ark teacher as a primary teacher as he has a secondary PE background. | As budgeted |
| **Pupils experiencing SEMH difficulties to achieve age related outcomes or progress measures across KS1 and KS2** | To run nurture provision for pupils identified as having emotional/behavioural needs through use of Boxall profiling’.  provide early intervention so that children exhibiting signs of SEMH need are provided with a safe, small group, nurturing environment in order to ensure that barriers to learning are removed and pupils make good or better progress.  Provision requires a lead practitioner and a supporting member of staff.  A Forest school leader from e.merge also works within the provision for an afternoon each week. | Every child that accessed nurture made significant progress in their social emotional development as measured by the Boxall profile.  There has been a significant drop in the number of exclusions at the school  The impact on pupil attainment and academic progress has been harder to quantify although all pupils have made progress. | Progress and attainment has been difficult to quantify as pupils spend differing amounts of time accessing nurture provision. Provision will continue next year but impact will be measured through social emotional growth using Boxall profile |
| 1. **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 support PP families are able to access the full range of services offered by the school | Hardship funding for pupils accessing before and after school provision whose parents have been unable to meet costs. | Pupils were supported to attend school trips and to acess before and after school care at | This will continue. We are witnessing and increase in financial difficult as a result of | As budgeted |
| To ensure that barriers to learning caused by emotional difficulties are met | Employment of a child therapist for 1 day a week  Training and release time for the learning mentor and Ark lead to be trained in drawing therapy | This is difficult to quantify however it has been well received and pupils and parents express that it has supported them. | This provision will not continue from Christmas 2018 due to pressure on school budget. We have trained 2 members of staff in drawing therapy. Dedicated time must be set aside if this is to be effective |
| To ensure that attendance levels improve and the number of persistent absentees decreases. | Time for key staff to attend the BDAT attendance work stream and to implement strategies to support improved attendance. To fund rewards for pupils with good/improved attendance | Levels of attendance improved from \_\_\_ to \_\_\_\_\_\_ | New strategies have been trialed some have been well received, others have caused tension with our families who feel that rewarding a child fro good attendance can lead to others feeling penalised when their absence has been unavoidable. We will continue rewards as sensitively as possible and issue fines where appropriate. |

|  |
| --- |
| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |