

Pupil Premium Strategy Statement

Christ the Saviour Church of England School

Revised and re-published September 2018

Summary information					
Academic Year	2018/ 2019	Total PP budget	£171,140	Date of most recent PP Review	July 2018
Total number of pupils	891	Number of pupils eligible for PP	117	Date for next internal review of this strategy	July 2019
		LAC/Post LAC	12	PPG Lead Teacher	David MacMorran

1a. Current attainment - reaching the expected standard of all pupils at the end of KS2				Commentary
EXPECTED STANDARD 2018	<i>Pupil Premium Christ the Saviour</i> *(22)	National Non-disadvantaged pupils	School Non-disadvantaged pupils	*This cohort has 22 PPG pupils. Two pupils had an EHCP; one of these pupils was disapplied from the SATS. A further five pupils had SEN with significant additional needs. There was one LAC pupil and one post-LAC pupil in this cohort.
% achieving in reading, writing and maths	64% (70% excluding 2 pupils with an EHCP)	70%	82%	PPG pupils achieving expected standard at CtS in R,W,M combined (excluding our 2 pupils with EHCP's) is 70%. This is in line with the national figure for non-disadvantaged pupils.
% making expected standard in reading	82% (90% excluding 2 pupils with an EHCP)	80%	93%	PPG pupils achieving expected standard in reading (excluding 2 pupils with an EHCP) is 90% this well above national non-disadvantaged. The average scaled score for CtS disadvantaged pupils is 107.9 (1.8 higher than national average for non-disadvantaged) Reading progress score for PPG group is 1.15 (higher than non-disadvantaged)
% making expected standard in writing	77% (85% excluding 2 pupils with an EHCP)	83%	91%	PPG pupils achieving expected standard in reading (excluding 2 pupils with an EHCP) is 85%, in line with national non-disadvantaged pupils. Writing progress for PPG pupils is -1.77 (this is lower than non-disadvantaged pupils and will be a target for this year)
% making expected standard in maths	86%	81%	85%	PPG pupils achieving expected standard in reading (excluding 2 pupils with an EHCP) is 95%, well above national and school

	(95% excluding 2 pupils with an EHCP)			<p>non-disadvantaged and a result of focussed interventions throughout the year.</p> <p>Average scaled score for CtS disadvantaged is 106.2 (0.8 higher than national average for non-disadvantaged)</p> <p>Maths progress score for PPG group is 0.15 (higher than non-disadvantaged)</p>
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Ib. Current attainment - reaching the HIGHER STANDARD of all pupils at the end of KS2

HIGHER STANDARD 2018	<i>Pupil Premium Christ the Saviour</i>	<i>National Non-disadvantaged pupils</i>	<i>School Non-disadvantaged pupils</i>	<i>Commentary</i>
% achieving higher standard in reading, writing and maths	14% (15% excluding 2 pupils with EHCP's)	12%	15%	PPG children working at greater depth (excluding 2 pupils with EHCP's) achieved 15% this is higher than the national non-disadvantaged figure and in line with the school non-disadvantaged figure.

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*)

Identification of pupils with PPG continues to be a challenge as some parents do not apply for FSM until Y3, if at all.	Actions are taken to obtain NI numbers from EYFS now which has allowed the accurate and early identification of disadvantaged pupils
A particular starting barrier in the reception class outcomes for PPG pupils is the EYFS profile outcomes for categories 3a and 3b (self confidence, self awareness, managing feelings and behaviour) are well below the average for non PPG pupils. PPG children enter the Reception Year (see baseline) below the non-disadvantaged children focusing on listening and attention	Pupils eligible for PPG have an individual plan for their achievement through a personalised computer programme. When setting aspirational academic targets from reception to Y6, teachers and senior leaders will identify opportunities for engagement and responsibility, therapy, drama therapy, counselling, and pupil support according to each child's needs with the target of high achievement by the end of KS2. Some pupils also have music lessons paid for, others social or sports' clubs to develop self confidence, and others breakfast club or school uniforms. The aspirational academic targets are enhanced by a holistic view of child well-being which result in higher than average outcomes by the end of KS2.
Gender PPG gap throughout the school in literacy (compared to non-disadvantaged)	The school has identified closing the gender gap between boys and girls in literacy as a whole school target. Whole school insets focusing on guided reading, writing upleveling and literacy marking strategies to support PPG boys with their learning.

Speech, language, oracy and development: PPG enter the reception class (see baseline) below non-disadvantaged oracy skills.	The school buys extra S+L therapy support from the LA which is planned in each child's PPG plan as required. This includes training staff to deliver 1:1 interventions such as BoxClever. By the end of KS2, these skills are acquired as a result of the early investment and intervention.
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External barriers (*issues which also require action outside school, such as low attendance rates*)

Attendance of PPG pupils in reception class was typically below average.	Successful strategies have been put in place which mean the attendance of the PPG group is outstanding and in line with the rest of the school. These strategies will be continued and checked.
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I. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1	By the end of KS2, the PPG will achieve at least well-above the national average at the expected standard for all pupils in all subjects	PPG achievement exceeds national non-disadvantaged group
2	By the end of KS2, the PPG will achieve well above the national average for non-disadvantaged pupils at the higher standard in all subjects	PPG achievement exceeds national non-disadvantaged at the higher standard
3	PPG pupils confidence and self awareness will be high and that pupils will be ready for the next stage in their education	PPG pupils tracked for participation in clubs, activities, parents' evenings, opportunities, posts of responsibility within school (e.g. council and prefects), school shows, sporting teams

Strategy

Targeted Group	Success Criteria- How the impact will be measured	Actions	Who	By when
All disadvantaged children	Disadvantaged pupils will know and understand the immediate next steps in their learning and result of a whole school marking INSET	<ul style="list-style-type: none"> • SLT, subject leads and Year Leads will have regular monitoring scrutinies focussing on the PPG children • Teachers will be aware of the disadvantaged children within their year group and identify them exclusively in their planning and documented year group meetings 	HT/DH/AHT/YL	Termly discussion meetings
All disadvantaged children	The gap in literacy (reading and writing) between disadvantaged and non-disadvantaged pupils will be narrowed: <ul style="list-style-type: none"> • All disadvantaged children (excluding key SEND pupils) will reach, at least, the expected standard in reading and writing at the end of EYFS, KSI and KS2 • Those with expected (or exceeding) starting points will make more than the expected progress 	<ul style="list-style-type: none"> • Whole school review of the literacy and wider curriculum • Whole school guided reading training by Lesley Clarke to model successful strategies to teach Guided Reading • Teachers to review children red reading books weekly 	Subject leads, Head of Inclusion, Year Leads and Classroom teacher	Curriculum yearly review Guided reading termly observations PPG termly meetings
All disadvantaged children	All staff to be aware of (possible) attachment disorders LAC/Post LAC children face	<ul style="list-style-type: none"> • All staff to receive whole school LAC/Post LAC training about attachment and if they were absent to read the PAC-UK presentation notes • Drama therapist available (where applicable) 	Deputy Head, Head of Inclusion, AHT	Ongoing

All disadvantaged children	<p>Raised aspirations</p> <ul style="list-style-type: none"> At least 10% of children will hold a leadership position For all disadvantaged children to take part in a peripatetic music lesson 	<ul style="list-style-type: none"> Music lessons to be lead by specialists School staff to encourage disadvantaged children to apply for leadership positions throughout the school (School Council, Eco-Schools, House Captains, Prefects) 	Specialist music provider 'Sing Up', School Staff	Termly
Disadvantaged- those that are below expected standard at the end of the academic year	<p>Continue a systematic approach to organisation and planning of intervention groups that is specific to the needs of the child</p> <ul style="list-style-type: none"> Disadvantaged children will make similar or better progress in the academic year and will have 'caught' up 	<ul style="list-style-type: none"> Provision maps will be tailored for the needs of each child Year Leads and AHT's will be accountable for the outcomes and provision through agreed intervention timetables and provision maps 	Classroom teachers, teaching assistants	Ongoing, termly
Disadvantaged (SEND)	<p>Individual provision maps will be monitored and agreed through triatic termly meetings through our 'Small Steps' plans</p> <p>Disadvantaged SEND children will make better progress than expected progress as a result of individual provision</p>	<ul style="list-style-type: none"> SEND children will have small steps meetings with the DHT, Head of Inclusion, classroom teacher and parent termly Teaching Assistants will meet and feedback about the provision with the classroom teacher School SLT buy in service will provide SLT provision 	Head of Inclusion, DHT, AHT, Classroom teachers, Teaching Assistants	Termly PPG checks
Children with attendance below 95%	<p>Teachers and admin team continue to monitor attendance</p> <ul style="list-style-type: none"> Attendance and punctuality will improve above 95% 	<ul style="list-style-type: none"> Classroom teachers to review attendance weekly and report to SLT any concerns Teachers to be proactive in devising strategies to overcome attendance issues 	Deputy Head, AHT's, Year Leads, Classroom teachers	Ongoing, Termly meeting with the Attendance officer

Short Review and Planned expenditure (with reason for continued chosen approach):

Our approach will follow that put in place over the last six years which has, over time, resulted in the excellent and well-above outcomes for the PPG group. The prominence and centrality of the individual PPG plan for each child is the key to our approach. Each plan is reviewed by teachers termly and more formally, annually. Approaches change according to the child's performance or needs and as a result, the outcomes are outstanding.

Principal Annual Expenditure in 2018/19

Expenditure	Annual Cost	Evidence and/or rationale for this approach, how reviewed?	Led and reviewed by:
Speech and Language Additional Buy in	£13,850	As noted above, the S+L need in this large school is significant with a higher than average pupils requiring S+L from the EYFS. This is reviewed against individual pupil targets at the end of each academic year.	Inclusion Leader and Deputy Headteacher
1:1 language support interventions (and training)	£77,220	12 adults lead 7.5 hours of detailed and evaluated interventions each week (£1,980 week) £5.50 per session (15 mins)	Inclusion Leader and Head of School, individual adults also review progress of individuals each half term
Whole school training about the PPG 'small steps' programme for tracking progress	£4,000	The rationale is to continue to share the responsibility and overview of the performance of groups as far down the school as possible so that the performance of the PPG group is always considered.	Deputy Head, Assistant Heads - termly checking monitoring by Heads of Year to check PPG group monitored as a group
Mindfulness - Occupational Therapist for some pupils	£1600	See section 3 above: self confidence self awareness	Teachers and heads of year review each pupil's PPG plan each term. Senior staff will review the PPG plans at the end of each year.
Drama Therapist	£24,000	managing feelings and behavior emotional wellbeing	
Individual PPG plan for each child Senior Leader time to approve (1hr per child per year) through the personalised 'Small Steps' computer software	£3,924	Engagement and participation social development social awareness	
Additional sporting staff	£2,8000		

Whole School Guided Reading INSET with Lesley Clarke	£700		
Pupil uniforms	£500		
Pupil individual music lessons	£3000		
Group individual music lessons at the Grove site (recorder club and percussion groups)	£3000		
LAC/Post LAC parent transition meetings	£1000		
Breakfast club and after school club provision (sometimes free lunches too) and Residential Support	£5000		
Additional teaching support staff	£30,546		