

Pupil Premium Strategy Statement

Christ the Saviour Church of England School



The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census who have had a recorded period of FSM eligibility since May 2014, as well as those first recorded as eligible at January 2020.

The aim of the Pupil Premium Strategy Statement is to ensure through quality first teaching and whole school actions, we raise the attainment of disadvantaged pupils of all abilities to reach their potential. It is closely linked to our School Development Priorities for 2020- 2021

The pupil premium strategy covers children in the following areas:

Deprivation Pupil Premium

Service Child Premium

Adopted from Care Premium

Looked After Child Premium

Summary Information			
Academic Year	2020-2021	Total Pupil Premium Budget:	£176,195
PPG Lead Teacher	Geraldine Valentin	PPG Lead Governor	Emilie Thyse/ Nicola Bish
Date	September 2020 Updated Nov '20	Date of next internal review	July 2021

Current data (November 2020)

Year group	FSM (Ever 6)	Adopted from Care	Looked After (including special guardianship)	Service Child	Total
Nursery	0	0	0	0	0
Reception	9	0	0	0	0
Year One	20	0	1	0	21
Year Two	17	1	0	0	18
Year Three	20	3	0	0	23
Year Four	26	3	0	0	29
Year Five	24	2	0	0	26
Year Six	30	0	0	0	30
Total	137	9	1	0	147

The number of pupils eligible for deprivation pupil premium are increasing year on year and have continued to increase as a result of the covid-19 pandemic.

FSM eligibility	Eligible at CtS		Ealing average	National average
	Number	%		
November 2020	137	16%		
January 2020	101	12%	18%	
January 2019	99	11.8%	14.4%	15.8%
January 2018	72	8.9%	13.1%	14.4%

Cohort Information	Number of pupils	% of pupils
Boys	475	52.9%
Girls	422	47%
SEN support	112	12.4%
EAL	274	31%

Assessment Information

Due to COVID 19, summative tests were not completed in the Summer term 2020

Early Years 2019						
Number of pupils eligible for PP: 15	Disadvantaged pupils	Non Disadvantaged pupils	Difference (PPG vs Non PPG)	School	Data from previous 2 years for Disadvantaged Pupils	
					2018 (14 pupils)	2017 (11 pupils)
Good level of development (GLD)	33%	79%	46%	73%	71.4%	45%
Reading	33%	83%	50%	76.7%	79%	91%
Writing	33%	80%	47%	74.2%	79%	73%
Number	40%	82%	42%	76.7%	79%	73%
Shape	40%	84%	44%	78.3%	86%	91%

Key Stage 1 2019						
Number of pupils eligible for PP: 16	Disadvantaged pupils	Non Disadvantaged pupils	Difference (PPG vs Non PPG)	School	Data from previous 2 years for Disadvantaged Pupils	
					2018 (12 pupils)	2017 (13 pupils)

RWMcombined (EXS+)	44%	77%	33%	79%	58%	23%
Reading(EXS+)	75%	86%	11%	87%	67%	46%
Writing(EXS+)	50%	78%	38%	82%	58%	23%
Maths (EXS+)	69%	88%	19%	85%	92%	69%

Key Stage 2 2019						
Number of pupils eligible for PP: 28	Disadvantaged pupils	Non Disadvantaged pupils	Difference (PPG vs Non PPG)	School	Data from previous 2 years for Disadvantaged Pupils	
					2018 (22 pupils)	2017 (21 pupils)
RWM Combined (EXS+)	71%	82%	11%	77%	64%	86%
Reading(EXS+)	86%	91%	5%	90%	82%	95%
Writing(EXS+)	86%	89%	3%	88%	77%	100%
Maths (EXS+)	89%	93%	4%	92%	86%	90%

Attendance Information

Attendance was non compulsory for all pupils from 23rd March 2020- 22nd July 2020 due to the pandemic.

	2019-2020	
	1st September 2019- 23rd March 2020	
	All pupils (897)	Disadvantaged pupils (147)
Overall Attendance	96.7%	95.6%
% of authorised absence	3.0%	4.1%
% of unauthorised absence	0.3%	0.3%

Action Plan

Barriers to future attainment (for pupils eligible for PP, including high ability)	Actions	Success Criteria- how the impact will be measured
<p>Missed education due to Covid-19</p>	<p>To assess the impact of the Covid-19 school closure on the academic and social achievement of disadvantaged pupils through:</p> <p>Academic</p> <p>Sept: Baseline reading tests (Phonics and Salford Reading tests)</p> <p>Oct: Summative reading and maths assessments</p> <p>Ongoing: Formative and summative writing assessments</p> <p>Social</p> <p>Timetabled PSHE sessions following CPD on trauma informed teaching. Head Of Inclusion and Dramatherapist to hold drop in sessions for staff to identify key children who may have experienced trauma through lockdown and identify ways they can be supported</p> <p>Whole school safeguarding training supports staff in identifying concerns and logging these on Arbor to support swift identification of pupils who may require social or emotional support.</p>	<p>Close the attainment gap for PPG and non-PPG pupils</p> <p>To continue to track the social and emotional needs of all pupils including PPG pupils with swift strategies for support</p>
<p>Low attainment in a core subjects, particularly in English and Literacy skills that do not allow pupils to access the rest of the curriculum</p>	<p>Assessment lead to identify cohort specific trends and improvement priorities for each year group.</p> <p>School improvement priorities and year group targets identify cohort specific improvements for PPG pupils.</p> <p>All PP pupils have an individual or cohort specific PPG plan for achievement.</p> <p>Whole school staff CPD programme delivered to ensure high quality first teaching across the curriculum</p> <p>PP pupils who are reading below ARE to have access to daily 1:1 reading through the reading recovery curriculum or through RWI small group or 1:1 intervention</p>	<p>Reading recovery: Reading recovery curriculum shows rapid improvement for pupils engaged in RWI phonics programme and reading recovery at the Broadway Site</p> <p>Termly data analysis of summative data shows the gap between PPG and non-PPG pupils is closing</p> <p>Year group minutes show interventions and provision for PPG pupils is discussed at weekly meetings and the attainment and progress of PPG pupils is a high priority</p> <p>End of year data shows there is an increase in the % of PP boys/ girls reaching ARE in Reading, Writing and Maths.</p>

<p>Parental engagement</p>	<p>To introduce a new online parent evening platform as a result of Covid-19 safety measures. To track and analyse online attendance at these new parent sessions and provide opportunities for PPG parents (e.g face to face, telephone call or email) who have not attended.</p> <p>To support PPG parental engagement with homework through the introduction of a voluntary homework club to support pupils in accessing the increasing amount of online homework and use of school photocopying etc.</p> <p>To support PPG pupils with daily reading. All pupils to have their red reading diaries monitored and close home school communication link created this way. Introduce a new home school communication book for SEN and PPG pupils who may need enhanced daily communication between home and school.</p> <p>Knowledge and understanding of the curriculum and teaching and learning expectations. Senior staff updating the website to be aware of the need to engage all parents and families. Ensure a mix of ways to engage parents through website articles, flyers, letters, emails and online meetings.</p>	<p>Parents engaged and supported in their child's learning with an increased awareness of channels of support at school.</p>
<p>Accessing tests</p>	<p>Monitoring from 2019/20 identified a need to support PPG pupils in accessing summative tests. All year groups to make reasonable adjustments such as the use of a scribe, movement breaks or readers to support PPG pupils in accessing summative tests.</p> <p>Monitoring from 2019/20 identified that book scrutinies and pupil voice found minimal gaps between PPG and non PPG pupils but summative academic data showed a gap in most year groups.</p>	<p>PPG pupils are supported academically and emotionally in test conditions to prepare them for future exams.</p>
<p>Access to remote learning during the Covid-19 pandemic</p>	<p>PPG and Curriculum Lead to monitor pupil engagement in remote learning when classes are self-isolating due to coronavirus. This data is analysed by gender, PPG and SEN.</p> <p>Year leads to identify families in each year group who do not have home wifi. Remote learning plan to include strategies to support the learning of PPG pupils who may not have internet access at home</p> <p>Parents of PPG pupils are contacted when their child is self-isolating to ensure they have the resources needed to support remote learning. A school chromebook can be supplied or paper resources can be posted if the family has no wifi.</p> <p>All PP pupils to have a PPG learning kit to further support them when learning at home</p> <p>PPG pupils self isolating for longer term (6months) school to engage with charity to provide access via a robot. This</p>	<p>Remote learning plan identifies support for disadvantaged families to ensure their child is able to continue to access high quality learning throughout a period of self isolating and to access food parcels when needed.</p>

	pupil to also access weekly food parcels prepared by school.	
FSM provision during self-isolation	Attendance tracking sheet identifies FSM pupils who are absent due to self-isolation. These pupils are all entitled to a food parcel or weekly food supplies if the child is self-isolating. The admin team will contact the families at the beginning of the self-isolation period and offer FSM parcels to be collected or delivered to the home address.	FSM families are given food parcels during self-isolation
Looked After Children and Post LAC	<p>Individualised provision is organised to support Social and Emotional Needs including drama therapy during lockdown or self-isolation, individualized and differentiated learning provision during self-isolation and ongoing social and emotional support through self isolation.</p> <p>LAC designated teacher to identify and encourage opportunities for pupils to participate in extra- curricular activities and within the wider curriculum</p>	<p>All LAC/PLAC pupils will have access to Dramatherapy</p> <p>LAC/PLAC pupils will make more than expected progress and reach ARE by the end of the year as a result of targeted support and provision</p> <p>LAC/PLAC pupils are targeted for leadership positions within the school through school council, eco club, reading ambassadors, prefects etc.</p>
PPG pupils with SEND	<p>Teachers will review and revise individual Small Step Plans termly and discuss with parents</p> <p>Teaching assistants to provide feedback to teachers regarding pupil progress</p> <p>CtS will continue to buy into SLT service</p> <p>There is a continued and systematic approach to the organisation of intervention groups for PP pupils with SEND</p>	Disadvantaged SEND pupils will make more than expected progress as a result of targeted support and provision
Lack of aspirations	<p>Pupils standing for leadership positions e.g school council, house captains are encouraged by class teachers and senior leaders</p> <p>Our diverse curriculum identifies key individuals who are hoped to motivate and inspire pupils. Similarly, our global learning curriculum provides real opportunities for pupils to hear about aspirational individuals including local BAME role models who identify barriers they may have faced and help children know that these barriers are not always permanent</p> <p>Our diverse key literacy texts have been chosen specifically to help inspire pupils and open their minds to opportunities and different life choices.</p> <p>Teachers to identify and encourage opportunities to</p>	<p>PP pupils will be proportionally represented across the school in leadership positions through school council, eco club, reading ambassadors, prefects etc</p> <p>Pupil voice surveys show that the diverse curriculum is helping to inspire and motivate pupils</p>

	<p>participate in extra- curricular activities and within the wider curriculum</p> <p>Pupils standing for leadership positions e.g school council, house captains</p> <p>Teachers to identify and encourage opportunities for the wider curriculum</p>	
Lack of identification of pupils with PPG	<p>Admin team to carry out PP checks for new starters and support families to apply for PP funding if eligible.</p> <p>This is actively encouraged at welcome events and news articles on the school website</p>	There is accurate and early identification of PP pupils through home visits and initial parent meetings
Attendance rates for disadvantaged pupils are lower than non disadvantaged pupils	Attendance and Punctuality of PP pupils is closely monitored by class teachers, admin staff and DH with responsibility for Attendance	<p>Attendance rates for disadvantaged pupils will be raised to match that of non PP pupils</p> <p>There is an improvement in punctuality for persistent PP latecomers</p>
Period Poverty	Previously identified need to support disadvantaged families with access to medical support, sanitary towels and deodorant	Disadvantaged families are well supported by the medical staff

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 outcomes for the PPG group. The prominence and centrality of the individual PPG plan for each child is the key to our approach. Plans are reviewed by teachers termly and more formally, annually.

Principal Annual Expenditure in 2020-2021

Expenditure	Annual Cost	Evidence and/or rationale for this approach, how reviewed?	Led and reviewed by:
Reading Recovery Teacher	£7,394	Swift identification of PPG pupils whose reading abilities are below age related expectations (through the Salford Reading Test) will determine sharp, short and targeted 1:1 reading intervention	PPG lead and Reading lead
Read Write Inc Phonics	£3780	Improving and embedding quality first teaching in Phonics across the school and this will include professional development, training and support to ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving in the teaching of phonics	PPG lead and Reading lead
Reasonable adjustments for PPG pupils accessing assessments	Within whole school	Reasonable adjustments made to support disadvantaged pupils accessing tests	PPG lead and head of inclusion

	budgeting		
Speech and Language Additional Buy In	£7,064	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. The school buys in extra S+L from the Local Authority which is planned in each child's PPG plan as required. This includes training for staff to deliver 1:1 and group interventions such as box clever.	Head of Inclusion and PPG Lead
1:1 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)	Head of Inclusion
Mindfulness - Occupational Therapist for targeted pupils	£1698	This strategy has had an impact on raising self confidence, managing feelings and behaviour, emotional well-being and engagement and participation. This is focussed for our PPG pupils in upper KS2.	Head of Inclusion and PPG Lead
Drama Therapy	£34,600	1:1 social and emotional support for PPG and LAC pupils including work with families	PPG Lead and LAC/PLAC designated teacher
PPG plans for each child Senior Leader time to approve through the personalised 'Small Steps'	£4000	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.	Heads of Years PPG Lead CtS Clubs Lead
Pupil Learning Kits	£1000	We do not wish for uniform or stationery to be a barrier to learning and offer these resources to PPG pupils	PPG Lead
Welfare	£500	We have recognised the need to provide sanitary towels and deodorant to support pupils as they adjust to puberty. These are freely available to upper KS2 pupils in the Broadway Medical room	Medical Staff
1:1 PE tuition for identified disadvantaged pupils with identified SEMHD + communication needs	£5,000	This strategy will have an impact on raising self confidence, managing feelings and behaviour, emotional well-being and engagement and participation for targeted PPG pupils with identified SEMHD and communication difficulties	PPG Lead and PE lead
Breakfast Club and CtS after school clubs and Y5/6 residential support	£5000	No pupils are excluded from educational visits because of financial hardship. The school offers a number of breakfast club places to PPG pupils and many after school clubs	PPG Lead
LAC/ Post LAC parent transition meetings	£1000	Senior staff time to support a thorough transition from year to year. We are aware these are important meetings for vulnerable pupils	LAC/PLAC designated teacher
Additional support staff	£27,939	Classroom support staff targeted to support PPG pupils in class in addition to quality first teaching	Head of Inclusion