

CHRIST CHURCH NEW MALDEN PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY 2019-20

1. SUMMARY INFORMATION

| | | | | | |
|-------------------------------|-----|---|------------|---------------|--------|
| Total number of pupils | 451 | Number of pupils eligible for PP | 46 (10.2%) | Budget | 42,508 |
|-------------------------------|-----|---|------------|---------------|--------|

| Year Group | N | YR | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|------------------------------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Number of PP children | 3 | 8 | 5 | 3 | 6 | 6 | 5 | 10 |

2. ATTAINMENT AS AT END KS2 JULY 2019

| | Pupils eligible for PP IN Y6 (10) | Pupils not eligible for PP |
|---|--|-----------------------------------|
| % Achieving expected standard or above in reading, writing & maths | | |
| % making expected progress in reading (as measured in the school) | 100% | 92% |
| % making expected progress in writing (as measured in the school) | 86% | 90% |
| % making expected progress in maths (as measured in the school) | 86% | 81% |

3. ATTAINMENT ACROSS WHOLE SCHOOL (Y1-6) AS AT END JULY 2019

| | Pupils eligible for PP Y1-6 (40) | Pupils not eligible for PP |
|---|---|-----------------------------------|
| % Achieving expected standard or above in reading, writing & maths | | |
| % making expected progress in reading (as measured in the school) | 76% | 86% |
| % making expected progress in writing (as measured in the school) | 65% | 84% |
| % making expected progress in maths (as measured in the school) | 76% | 88% |

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4.BARRIERS TO FUTURE ATTAINMENT

| ACADEMIC BARRIERS | |
|----------------------------|--|
| A | Dips in writing progress in current Y5 and Y6 identified from end of 2019 data |
| B | Reasoning skills in maths. |
| C | |
| ADDITIONAL BARRIERS | |
| D | There are some families who are more vulnerable – especially where children are SEN as well as PP. |
| E | Resilience in learning new skills or applying new concepts. |

5.INTENDED OUTCOMES

| | Outcome | Success criteria |
|----------|---|---|
| A | Close the progress gap in writing between PP and Non-PP | % gap between PP and non-PP decreases. |
| B | Clearer understanding of reasoning skills for maths. | Maths lead are trained and ready to implement Maths hub project with all staff for 2020-21 |
| C | Broader curriculum – outdoor learning / begin curriculum review | Staff reflect on strategies and areas which have had a positive effect on learning and ensure that this continues into new curriculum coverage. |
| D | Support for vulnerable families | Additional signposting to avenues of support or direct help from staff. |
| E | Quality teaching / interventions in core-subjects with high quality CPD | Staff access a range of high-quality training in core-subjects. |
| F | Lack of perseverance and resilience leading to poor growth mindset | PP children challenging themselves more frequently across the curriculum |

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6. PLANNED EXPENDITURE 2018-19

| QUALITY OF TEACHING FOR ALL | | | | | | | | | | | | | | | | |
|---|--|---|-----|------------|-----|------------|-----|------------|-----|------------|-----|--------------|-----|-------------|--------|--------------|
| Intended outcome | Implementation | What is the impact? | | | | | | | | | | | | | | |
| Close the progress gap in writing between PP and Non-PP | Comparative judgements staff meetings Lindsay Pickton staff meetings – Greater depth writing Development of English Assessment criteria for all year groups. Reveiwed End of Year reports – more information for parents on key skills achieved or to target. | As at Spring 2020 data analysis the progress in writing across the year groups was: | | | | | | | | | | | | | | |
| | | Writing | Y1 | Y1 PP | Y2 | Y2 PP | Y3 | Y3 PP | Y4 | Y4 PP | Y5 | Y5 PP | Y6 | Y6 PP | School | PP |
| | | | | 5 | | 3 | | 6 | | 6 | | 5 | | 10 | | |
| | | Progress | 92% | 80% | 74% | 67% | 80% | 50% | 81% | 83% | 75% | 60% | 78% | 80% | 80% | 71% |
| | | Count | | 4 out of 5 | | 2 out of 3 | | 3 out of 6 | | 5 out of 6 | | 3 out of 4 * | | 9 out of 10 | | 25 out of 35 |
| *(new child started,no comparative data) | | | | | | | | | | | | | | | | |
| Implementation of Maths hub training. | Release staff for training. | This is a long-term project. Year 1 is the preparation year, staff to be trained so that implementation can be made in the Year 2020-2021. | | | | | | | | | | | | | | |
| Quality teaching / interventions in core-subjects with high quality CPD | CPD targets training in core subjects led by subject leaders and specialist. Release staff for meeting with maths specialist Release staff to visit – other schools for training and support Training with Cluster schools – all curriculum leaders to share good practice. | Staff meetings have been led by subject leaders with a focus on progression in handwriting / science / phonics. Staff training has been led by specialists: Christina Wood (Maths) and Lindsay Picton (Greater Depth writing) Staff feedback following visits to other schools. The shared cluster meetings with curriculum leaders was succesful to share good practice. | | | | | | | | | | | | | | |

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| TARGETED SUPPORT | | |
|---|---|---|
| Intended outcome | Implementation | What is the impact? |
| Close the progress gap in writing between PP and Non-PP | Review of homework club PP children prioritised for interventions run by teachers / TAs. Review of timetables to ensure time is available for intervention groups. | Homework club was reviewed and changed to develop a higher focus on literacy skills. The successful 'early birds' and 'night owl' format has been introduced from Y3-Y5. PP children have been prioritised for the groups and children grouped according to need rather than by year group. |
| Quality teaching / interventions in core-subjects with high quality CPD | New interventions explored and implemented. Use of manipulatives training with Christina Wood Purchase of additional resources to support intervention groups. PP children prioritised for interventions | In light of pupil progress meetings in the Autumn Term, TA training was sought in Rapid Maths – attended by 3 members of staff. The use of manipulatives has increased across the school and will continue in light of Maths hub and White Rose training. The progress of PP children is discussed as a priority at pupil progress meetings and during book scrutinies. |
| Lack of perseverance and resilience leading to poor growth mindset | Y6 Mentor group with Miss White Pastoral mentor support for children around self-esteem and friendships. Peer teaching / mentoring | Miss White's mentor group speak very highly of the sessions and are keen to attend. Children in selected class have volunteered to teach children in other year groups- boosting confidence, particularly in maths. This was very successful at the end of last year and would, had it not been for Covid-19 have been rolled out for this year as well. |

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| WIDER STRATEGIES | | |
|--|--|--|
| Intended outcome | Implementation | What is the impact? |
| Support for vulnerable families | Support for all families of new starters – to check for PP eligibility. Support – signposting for PP / SEN children – support applying for ECHP / Early help (family support etc). Securing additional support and training through working with Virtual school? | Children eligible for PP have been identified. The challenges can occur as children in KSI are eligible for universal free school meals which can impact on applications for PP. The school continue to work with families to secure EHCP and early help for some families. |
| Lack of perseverance and resilience leading to poor growth mindset | Introduction of Zones of Regulation Pastoral mentor KS2 + SENCO outreach visit to school with established Zone of Regulation Resilience Training and Mental Health First aider Y6 Mentors Widening of 'Let's lead' scheme. | Zones of Regulation training was implemented in the Spring Term, the children have learnt about the different coloured emotional zones and some ways in which to move to a state of 'readiness to learn'. Pastoral mentors held a successful parent information meeting to show parents the new whole-school approach. Pastoral mentors have completed further training in supporting children's mental health – they are keen to start supporting children in 2020-2021 using these new skills. Let's Lead continues to support and engage a range of children. PP children have become involved in becoming Reading Leaders for younger children. In addition, some Y6 PP children are supporting children as Friendship leaders in lunchclub. |

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| COVID – 19 Response and it’s relation to our existing outcomes. | | |
|---|--|--|
| Intended outcome | Implementation | What is the impact? |
| Support for vulnerable families | <p>PP children were a priority grouping for children to be invited at the start of Lockdown</p> <p>The school secured 14 laptops for disadvantaged families to enable children to access online learning.</p> | Children have been able to engage both socially and continue academically. |
| Quality teaching / interventions in core-subjects with high quality CPD | <p>Covid – 19 lockdown has enabled additional time for staff training in:</p> <p>White Rose maths Vocabulary training Phonic training Teaching assistants have engaged in additional training through the ‘future learn’ organisation.</p> | The impact of this additional intervention and training opportunities will be taken forward into the next plans. |

REVIEW OF EXPENDITURE 2018-19

| Desired outcome | Implementation | Estimated Impact | Lessons learned |
|---|--|---|--|
| Improved Speech, Language and Communication skills in EYFS. | <p>Ensure effective transition arrangements between nursery / home and school.</p> <p>Ensure effective liaison between class teacher / SENCO and specialist SaLT TA to identify needs and interventions as needed.</p> <p>Early intervention and referral to SaLT if required.</p> <p>Whole staff training from SaLT –</p> | 100% of children in EYFS will make at least expected progress as peers. | <p>Home visits offered and issues and concerns raised between staff / parents.</p> <p>SENCO and SLT TA liaise closely and have prioritised groups of children.</p> <p>The need for this specialist help is greater than time allows so priority is given to PP.</p> <p>Targetting children with speech production difficulties has increased</p> |

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| | <p>acquisition of vocabulary.</p> <p>specific speech production difficulties.</p> <p>Use of progression tool to identify specific weaknesses in Communication.</p> <p>Support is matched to need.</p> | | <p>children's confidence and access to the curriculum.</p> <p>Early Years team are able to directly refer to SaLt and paperwork filed.</p> |
| <p>Children in each year group have developed handwriting skills in line with peers.</p> | <p>J.Fereday targets identified children for individual 'handwriting clinic' support.</p> <p>PP children are prioritised for support.</p> | <p>Presentation in books between PP children and non-PP children is comparable and is in-line with year group expectations.</p> | <p>Presentation in books is improving as identified in book looks and staff training led by Joanne Honeybone has developed a whole-school approach and suggested ideas.</p> |
| <p>Children reaching greater depth (GD) in one subject at end of KS2.</p> | <p>PP children priority for literacy conferencing and to work with intervention groups.</p> <p>SLT mentoring project.</p> | <p>Data reflects that PP in Y6 are capable of reaching GD.</p> | <p>40% of PP children gained greater depth in one subject.</p> |
| <p>Numbers of PP children reading for pleasure increases.</p> | <p>New home-reading opportunities to engage in reading for pleasure.</p> <p>Engage children in designing and making-over classroom book-corners.</p> <p>Continue to develop the 'Let's Lead' scheme.</p> <p>Teachers to attend Power of reading and Power of Pictures training.</p> <p>All PP Y6 children have been allocated an SLT mentor and have been given a book to inspire and to keep personal notes / thoughts / ideas on their learning.</p> | <p>PP children are engaging in new home-reading challenges</p> | <p>The mentor scheme led by Tabitha White has been very successful and this will continue next year on a different text and theme.</p> <p>Home-learning projects using books has discontinued this year.</p> <p>Expanding early birds to some 'night owls' reading group has been successful and will continue next year.</p> <p>The group with Ruth Wogan saw increases in enthusiasm for reading, this intervention is unable to continue into 2019-20 due to staffing constraints.</p> |

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| | <p>Y6 pupils targeted as part of mentor scheme with SLT.</p> <p>Continue to provide children with texts for home-learning projects.</p> <p>PP children are a priority for literacy / comprehension groups</p> <p>Inclusion of 'story time' at homework club.</p> <p>Expansion of the successful 'early bird' reading comprehension intervention to after school.</p> <p>R.Wogan group-work to engage children in reading activities</p> | | <p>Let's Lead continues to go from strength to strength and therefore will continue.</p> |
| <p>Parental engagement increases.</p> | <p>Parental survey / meetings to identify barriers to engagement.</p> <p>Analysis of attendance at parents' evenings / curriculum evenings.</p> <p>Ensure that parents of PP children are aware of curriculum information.</p> <p>Respond to parental requests for help – eg ensuring child attends homework club if there is no home access to technology.</p> | <p>Parents of PP children are engaged in supporting their child's learning through ensuring their child attends support, supporting home-reading challenges.</p> | <p>Analysis of parents evening replies evidences that there is good attendance. The office are also phoning parents to remind them if an appointment has not been made.</p> <p>Continue to monitor.</p> |
| <p>Gap in rates of attendance close</p> | <p>SLT devising new overview and tracking of children's attendance.</p> <p>Work with parents to identify barriers</p> | <p>Rates of attendance between PP and non-PP are comparable.</p> | <p>At the end of July 2019, there were a total of 6 children whose attendance rate fell into the persistant absence criteria. Of that, only 1 children was PP.</p> |

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| | <p>to attendance.</p> <p>SLT working closely with new office team lead for attendance.</p> <p>Funding for individual circumstances - eg access to Connect.</p> | | |
|--|--|--|--|