

CHRIST CHURCH NEW MALDEN PRIMARY SCHOOL

PUPIL PREMIUM STRATEGY 2018-19

1. SUMMARY INFORMATION

Total number of pupils	450	Number of pupils eligible for PP	35	Total PP budget	46,200
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Year Group	N	YR	Y1	Y2	Y3	Y4	Y5	Y6
Number of PP children	0	3	4	5	3	4	9	7

2. ATTAINMENT AS AT END KS2 JULY 2018

	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)	80%	94%
% making expected progress in writing (as measured in the school)	70%	92%
% making expected progress in maths (as measured in the school)	90%	98%

3. ATTAINMENT ACROSS WHOLE SCHOOL (Y1-6) AS AT END JULY 2018

	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)	97%	95%
% making expected progress in writing (as measured in the school)	80%	93%
% making expected progress in maths (as measured in the school)	95%	94%

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4.BARRIERS TO FUTURE ATTAINMENT

ACADEMIC BARRIERS	
A	Oral language skills in Foundation Stage are lower for pupils with PP than for other pupils. This is evident in end of EYFS data.
B	Fine motor and gross motor control skills continue to impact presentation and handwriting.
C	Data shows that the number of PP pupils achieving Greater Depth at the end of KS2 is below that of peers.
ADDITIONAL BARRIERS	
D	Children eligible for PP are less likely to read for pleasure, impacting on understanding of vocabulary and use in written work.
E	Engagement by parents to support children with homework, workshops and attendance at opportunities to know more about supporting learning at home is lower than that of non-PP children.
F	Rates of attendance are lower than that of non-PP children.

5.INTENDED OUTCOMES

	Outcome	Success criteria
A	Improved Speech, Language and Communication skills in EYFS.	100% of children in EYFS will make at least expected progress as peers.
B	Children in each year group have developed handwriting skills in line with peers.	Presentation in books between PP children and non-PP children is comparable and is in-line with year group expectations.
C	Children reaching greater depth (GD) in one subject at end of KS2 increases in comparison to previous years.	Data reflects that PP in Y6 are capable of reaching GD.
D	Numbers of PP children reading for pleasure increases.	PP children are engaging in new home-reading challenges
E	Parental engagement increases.	Parents of PP children are engaged in supporting their child's learning through ensuring their child attends support, supporting home-reading challenges.
F	Gap in rates of attendance close	Rates of attendance between PP and non-PP are comparable.

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6. PLANNED EXPENDITURE 2018-19

QUALITY OF TEACHING FOR ALL					
Intended outcome	Action	What is the evidence and rationale for this choice	How will you ensure it is well implemented	Staff lead	When will you review implementation
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 – acquisition of vocabulary.</p>	<p>Education Endowment Foundation highlights that communication and language approaches emphasise the importance of spoken language and verbal interaction for young children.</p> <p>The ability to communicate effectively underpins all interactions; children need to communicate so that they can form relationships with peers and staff.</p> <p>See EEF KSI Literacy Report</p>	<p>Children are identified and supported. Evidence through whole-school intervention tracking documentation.</p> <p>TA feedback on intervention progress.</p> <p>SENCO to work with SaLT specialist TA to ensure children are identified and supported, involving outside agencies if required.</p>	<p>SENCO</p> <p>SaLT TA</p>	<p>Termly data staff meetings.</p> <p>Termly pupil progress meetings.</p>
Children in each year group have developed handwriting skills in line with peers.	<p>EYFS to increase opportunities for gross and fine motor control development.</p> <p>Staff have a clear understanding of year group expectations.</p> <p>School to ensure consistent approach to letter formation.</p>	<p>EEF identify that physical development approaches make moderate impact for very low cost; however, this is based on limited evidence.</p> <p>Observation and data at CCNM indicate that PP children find fine motor control more difficult and evidence from previous book looks shows a difference in presentation.</p>	<p>Monitoring of termly intervention groups.</p> <p>Monitoring of PP books by SLT / Literacy team.</p>	<p>SLT</p> <p>Literacy team.</p>	<p>Book-look monitoring termly.</p>

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Children reaching greater depth (GD) in one subject at end of KS2 increases in comparison to previous years.	<p>Maintain staff expectations to reflect high expectations for PP children.</p> <p>Staff to identify gaps in child's understanding and barriers to reaching the next level.</p> <p>Ambitious targets to be established to accelerate pupil progress.</p>	<p>National data reveals that PP children are capable of achieving GD, as few children at CCNM have SEN as an 'added issue', we need to address other barriers to learning.</p>	<p>Closer scrutiny and challenge for the progress made by PP children in all year groups.</p> <p>All teachers are expected to report on PP progress and to put in support when progress is not being made.</p> <p>Ensure list of targeted children is known by SLT and class teachers.</p>	<p>SLT</p> <p>UKS2 teachers</p>	<p>Progress to be reviewed in line with practice test results and teacher assessments.</p> <p>Termly data staff meetings.</p> <p>Termly pupil progress meetings.</p>
Numbers of PP children reading for pleasure increases.	<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>Children's lack of reading for pleasure impacts on vocabulary development, understanding texts and written work.</p> <p>See EEF KS2 Literacy guidance report (2018).</p> <p>PP children are not engaging in reading for pleasure – impacting on vocabulary development and understanding. Vocabulary use in written work is limited.</p>	<p>Liaison with Literacy Lead.</p> <p>Monitoring of home-reading challenges completed.</p>	<p>Literacy team.</p>	<p>Monitoring of home-reading challenges completed. Review when challenges are completed.</p>

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TARGETED SUPPORT					
Intended outcome	Action	What is the evidence and rationale for this choice	How will you ensure it is well implemented	Staff lead	When will you review implementation
Improved Speech, Language and Communication skills in EYFS.	<p>Use of Speechlink to identify specific speech production difficulties.</p> <p>Train an additional member of staff to lead Nursery School Start.</p> <p>Use of progression tool to identify specific weaknesses in Communication.</p> <p>Support is matched to need.</p>	Education Endowment Foundation (EEF) identifies that Oral Language Interventions have moderate impact for low costs.	<p>Termly monitoring of EYFS data.</p> <p>Pupil progress meetings will focus on progress and attainment of PP children.</p> <p>Monitoring of effective resources to ensure that needs can be met.</p>	SENCO	Termly pupil progress meetings and review of intervention groups.
Children in each year group have developed handwriting skills in line with peers.	<p>J.Fereday targets identified children for individual 'handwriting clinic' support.</p> <p>PP children are prioritised for support.</p>	EEF state: evidence suggests that if handwriting is slow or effortful then children are less able to think about the content of their writing. Therefore, it is important to focus on developing a fast and accurate handwriting style.	<p>Monitoring of termly intervention groups.</p> <p>Monitoring of PP books by SLT / Literacy team.</p>	SLT Literacy team.	Book-look monitoring termly.

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Children reaching greater depth (GD) in one subject at end of KS2 increases in comparison to previous years.	PP children priority for literacy conferencing and to work with intervention groups. SLT mentoring project.	Children in current Y6 have be identified that there are 3 (of7) children who could make GD in at least one subject area. Conferencing in class with children has a high impact on developing individual's progress. Sutton Trust.	Staff are using new feedback sheets effectively to identify key area of strength or area to develop. SLT to incorporate review of feedback into book-look monitoring.		

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OTHER APPROACHES					
Intended outcome	Action	What is the evidence and rationale for this choice	How will you ensure it is well implemented	Staff lead	When will you review implementation
Children in each year group have developed handwriting skills in line with peers.	Devise 'home-learning' kits for PP children, to provide basic materials and in EYFS materials to also develop cutting and hand-eye control skills.	EEF identify that physical development approaches make moderate impact for very low cost; however, this is based on limited evidence.	Pupil voice	PP team	
Children reaching greater depth (GD) in one subject at end of KS2 increases in comparison to previous years.	R.Wogan running targeted small groups, devised and targeted to the needs of the children in the group and to engage in learning whilst boosting self-esteem and confidence. 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.	PP children lack confidence in their abilities / not as well supported at home to reach their goals, therefore CCNM needs to support children's confidence in their own skills and learning. Small group interventions with highly qualified staff have been shown to be effective. EEF Toolkit.	Monitoring of impact of R.Wogan's groups. Pupil Voice Monitoring of termly data.	R.Wogan SLT	

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Numbers of PP children reading for pleasure increases.	<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>Children's lack of reading for pleasure impacts on vocabulary development, understanding texts and written work.</p> <p>See EEF KS2 Literacy guidance report (2018).</p> <p>PP children are not engaging in reading for pleasure – impacting on vocabulary development and understanding. Vocabulary use in written work is limited.</p>	<p>Liaison with Literacy Lead.</p> <p>Monitoring of home-reading challenges completed.</p> <p>PP team to discuss ways to make it less obvious that books are provided..</p>	Literacy team.	Monitoring of home-reading challenges completed. Review when challenges are completed.

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OTHER APPROACHES					
Intended outcome	Action	What is the evidence and rationale for this choice	How will you ensure it is well implemented	Staff lead	When will you review implementation
Parental engagement increases.	<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>	Reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools; and increased parental involvement in schools. (NFER)	Analysis of attendance at parents' evenings / curriculum evenings.	SLT PP Team	Review of attendance after the event.
Gap in rates of attendance close	<p>SLT devising new overview and tracking of children's attendance.</p> <p>Work with parents to identify barriers 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>	DfE (2015) concluded was that there is a definite negative correlation present between attendance and attainment: the higher the percentage of missed sessions, the lower the likely level of attainment for the student at the end of key stage 2.	Close monitoring of PP attendance rates and patterns of attendance to identify where children are at risk of missing school.	SENCO SLT J.Tagg	Attendance monitored monthly.

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6. REVIEW OF EXPENDITURE 2018-19

Desired outcome	Chosen action / approach	Estimated Impact	Lessons learned
Identified disadvantaged pupils with low prior attainment make rapid progress to reach age-related standards.	Assessment information is used to pinpoint where additional support is needed so that identified groups of children make excellent progress, enabling children to be supported through intervention groups.	Attainment in RWM remains 11-15% below that of peers. Most progress to closing the gap is in maths, reflecting that the targeted support from our specialist maths staff is making a positive impact.	Close monitoring of data and ensuring PP children are prioritised for support will continue.
Progress rates of disadvantaged pupils at the end of FS, KS1 and KS2 are closer in line with non-disadvantaged pupils.	Identify pupils who require intervention and teach to address gaps in knowledge and understanding Organise 1:1 sessions and small group teaching for some pupils to support their progress in English and Mathematics	Progress is comparable / above that of peers in reading (95%) and maths (95%).	Pupil Progress meetings each half term have informed impact on progress and attainment – PP progress will remain a priority in termly progress meetings, especially in writing. SLT have revised book scrutiny methods.
Improved progress for higher attaining children.	PP children prioritised for intervention through identification in pupil progress meetings.	45% of PP children have exceeded progress in Reading, 30% in writing, 48% in maths.	Further investigative work needs to continue to identify the barriers to progress in writing.
Identified groups of disadvantaged children will be targeted to reach Age Related Expectation		Early Bird readers has show good rates of progress. In Y6, 4 out of 6 children supported reached Age-related expectations.	Early Bird readers has been successful since it's start. Roll out to more children through after school implementation in Autumn 2018.
Pupils with social, emotional and mental health issues are supported in order to enable them to be ready to learn.	Children requiring support access lunchclub, drop-in, group activities designed to support children's mental health.	Mrs Stevens continues to work with a full caseload. Some children move off the list, demonstrating that successes are made.	R.Wogan to work with PP children where issues around confidence / self-esteem / attitudes towards work can be addressed.
Ensure that all children entitled to PP funding can learn from the same experiences as those who are not.	Educational visits, workshops, including residential visits and Y3 swimming to be subsidised.	All PP children have attended residential trips / swimming lessons.	Funding for trips and experiences to continue.

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	<p>Homework 'book' projects – children are provided with their own copy of the chosen text.</p> <p>PP children are targeted for access to homework club.</p>	<p>Use of homework club has been effective and targeted to children who need support through this activity.</p>	<p>Homework club to be revised in Autumn in order to support PP children even more effectively.</p>
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