



**End of KS2 SATs data – PP/Non-PP**

**Reading: All pupils 33% Pupil Premium pupils 21%**

**Writing: All pupils 38% Pupil Premium pupils 50%**

**Mathematics: All Pupils 43% Pupil Premium pupils 36%**

**Analysis of 2015/2016 Spend**

**1. To develop high quality teaching and learning, with a focus on the progress of Pupil Premium Children.**

Spend:	£59019
Impact:	<ul style="list-style-type: none"> <li>Senior leaders supported teachers to improve teaching across the school:</li> <li>Teachers have received training on analysing data.</li> <li>Teacher planning includes strategies to address underperforming groups including, where relevant, PP children.</li> <li>The percentage of lessons judged to be good/outstanding increased.</li> <li>38.1% of PP children make four steps + progress in all subjects over the last academic year as opposed to 30.8% of non-PP children.</li> </ul>

**2. To improve attendance and punctuality**

Spend:	£65136
Impact:	<ul style="list-style-type: none"> <li>Learning Mentor intervention has supported vulnerable families with attendance and punctuality issues.</li> <li>Whole school attendance reward for eligible children has motivated all pupils to improve attendance and punctuality.</li> <li>Attendance at school for the 2015/16 academic year was 95.5%. This represents a 0.9% improvement and is our highest attendance on record. <b>Pupil Premium Children's attendance grew by 1.04%, from 94.04% to 95.08%</b></li> </ul>

**3. Improve in-class, 1:1 and small group intervention for PP children with SEN (60% of children with an EHCP also receive Pupil Premium).**

Spend:	£7770
Impact:	<ul style="list-style-type: none"> <li>The school has developed targeted intervention with high quality 1:1 support and small group literacy and maths interventions.</li> <li><b>Teacher assessment shows that 79% of PP children receiving SEN Support made 4 steps or more progress from January to July.</b></li> </ul>

**4. Improve the effectiveness / impact of Classroom Teaching Assistants**

Spend:	£55690
Impact:	<ul style="list-style-type: none"> <li>TAs have received training on 'negotiated learning environments.'</li> <li>TAs have been targeted to support under achieving groups.</li> <li>TAs trained in evidence based interventions eg: lego therapy, Toe by Toe.</li> <li>One specialist TA has led a number of structured interventions, the impact of which has been monitored by the Inclusion Manager.</li> </ul>

**5. Broaden the educational experiences of PP children via an enriched curriculum**

Spend:	£19601
Impact:	<ul style="list-style-type: none"> <li>An Artist in Residence is employed two days each week and is running regular pupil workshops.</li> <li>A Leader of Outdoor Learning is employed and has developed the school's 'Forest School' outdoor curriculum.</li> <li>Children have regular opportunities to access forest schools / art enrichment and these activities enhance learning opportunities.</li> </ul>



Amount of Pupil Premium grant allocated: **£129520**

**Barriers to educational achievement:**

Children at Christ Church Primary SW9 mainly reside within the Vassel ward of Lambeth. This is an area of extremely high socio-economic deprivation. Barriers to learning for our Pupil Premium students include:

- Attainment on entry to the EYFS is significantly below the National Average.
- There is a high level of need for family support.
- Attendance is still below the National Average (although improving)
- A high percentage of pupils have an Education and Health Care Plan (EHCP).
- A high number of pupils speak English as an additional Language.
- There are high levels of transience (an inward mobility rate of 33% for 2015-2016).
- In Reading and Mathematics, Pupil Premium children still do not perform as well as non-Pupil Premium children.
- This year the school has four NQTs, which means that there is a significant need for professional support and development.

Addressing these barriers:

In order to address these barriers to learning, school leaders have identified the following priorities for Pupil Premium spending over the 2016/17 academic year:

<b>Priority 1:</b> <b><i>Improving the quality of staff-pupil feedback</i></b> <b><i>Improving the quality of teaching and learning, especially for underperforming pupil groups.</i></b>	
Cost / benefit analysis:	Actions:
<b>Sutton Trust Toolkit:</b> Staff Development Cost: £££ Evidence base: *** Average impact: +8months.	<ol style="list-style-type: none"> <li>1. Senior Leaders (assistant head and two senior teachers) to lead regular team teaching cycles across the school, with a focus on quality feedback and intervention at the point of learning.</li> <li>2. A 'Teaching and Learning Specialist' has been employed for two days each week to work with NQTs across the school, modelling and embedding good practice.</li> <li>3. Teachers and Senior Leaders to be provided with a range of professional development courses to support their subject knowledge and professional skills eg: NPQML and NPQSL.</li> <li>4. Under the guidance of consultants from the IOE, The school will develop a 'Maximising the Impact of Teaching Assistants' programme to offer regular and in-depth professional development to teaching assistants.</li> </ol>
Intended Outcome/s:	The school develops outstanding practice with regards to teaching and learning. PP children make progress in all subjects at a similar rate to non-PP children through consistent high quality teaching and intervention.

<b>Priority 2: Reading</b> <i>Improve the progress and attainment of pupil premium children.</i>	
Cost / benefit analysis:	Actions:
<p><b>Sutton Trust:</b> Staff development: Cost: £££ Evidence base: *** Average impact: +8months.</p> <p>1:1 reading support: Cost:££££ Evidence base:**** Average impact:+3 months.</p> <p>Language Interventions: Cost: ££ Evidence base: **** Average impact: +5 months.</p>	<ol style="list-style-type: none"> <li>1. Out of class Senior Teacher to focus on Literacy, particularly reading, across the school, with a focus on raising the attainment of underperforming groups, especially Pupil Premium children.</li> <li>2. Senior teacher to implement a 'guided reading' carousel for 30 minutes each day.</li> <li>3. Specialist TA to deliver reading interventions to any underperforming pupils eg: daily 1:1 phonics intervention accessed by children who are significantly underperforming in literacy across the school. EAL support and intervention: Specialist TA to offer EAL support in the afternoon to stage 1 and stage 2 learners, focus on developing 'reading for meaning' through improved vocabulary.</li> </ol>
Intended Outcome/s:	<ul style="list-style-type: none"> <li>• PP children make progress in reading at a similar / greater rate than non-PP children.</li> <li>• PP children's attainment in reading will be equal to non-PP children.</li> </ul>

<b>Priority 3: Maths</b> <i>Improve the progress and attainment of pupil premium children.</i>	
Cost-Benefit analysis:	Actions:
<p><b>Sutton Trust:</b> Staff development: Cost: £££ Evidence base: *** Average impact: +8months.</p> <p>Small Group Tuition: Cost: £££ Evidence Base: ** Average Impact +4 months</p>	<ol style="list-style-type: none"> <li>1. STEM Subject Leader to lead staff training on raising the attainment of underperforming groups in Mathematics through 'responsive differentiation.'</li> <li>2. Intervention Teacher to deliver maths interventions to any underperforming pupils eg: daily group numeracy intervention accessed by children who are significantly underperforming in mathematics across the school.</li> <li>3. 'Teaching and Learning Specialist' working with NQTs to focus on developing good practice in mathematics lessons, as this is his specialist area.</li> </ol>
Intended Outcome/s:	<ul style="list-style-type: none"> <li>• PP children make progress in reading at a similar / greater rate than non-PP children.</li> <li>• PP children's attainment in reading will be equal to non-PP children.</li> </ul>

<b>Priority 4: EYFS</b>	
Cost-Benefit analysis:	Actions:
<p>Actions:</p> <p><b>Sutton Trust:</b> Staff development: Cost: £££ Evidence base: *** Average impact: +8months</p> <p>Early Years Intervention: Cost: £££££ Evidence base: **** Average impact: +5months</p> <p>Outdoor Learning Cost: £££ Evidence base: ** Average impact: +3months</p>	<ol style="list-style-type: none"> <li>1. Deputy Headteacher from partner school to work with NQT Reception Class Teacher for one day each week to develop high quality teaching and learning.</li> <li>2. Joint planning opportunities between Reception class teacher at CC and in partner school (including cost of Teacher cover).</li> <li>3. New learning resources for Reception classroom and outside area.</li> <li>4. Forest schools teacher to lead regular input with children, to develop learning through outdoor activities.</li> <li>5. Training on assessment through observations, with Deputy Headteacher from partner schools.</li> </ol>
Intended Outcome/s:	<ul style="list-style-type: none"> <li>• At the end of EYFS, Pupil Premium Children to make similar or greater progress than non PP children.</li> <li>• At the end of EYFS there will be no attainment gap between PP and non PP children.</li> </ul>

<b>Priority 5: Supporting pupils' Behaviour, Social Emotional and Mental Health.</b>	
Cost-Benefit analysis:	Actions:
<p>Sutton Trust: Social and Emotional Learning: Cost: £££ Evidence base: **** Average impact: +4months</p>	<ol style="list-style-type: none"> <li>1. Learning Mentor employed full time to run targeted behaviour and social skills groups.</li> <li>2. Training for two Emotional Literacy Support Assistants ('ELSAs') to focus on children with SEMH issues, the majority of which are PP eligible.</li> <li>3. Educational Psychotherapist to work at the school for one day each week in partnership with children, parents and school staff to strengthen outcomes for children whose learning behaviour is preventing them from making adequate progress.</li> </ol>
Intended Outcome/s:	PP children with SEMH needs will make good progress in comparison to their peers.