



Analysis of 2016/2017 Spend

1: Improve the quality of staff-pupil feedback.

Improve the quality of teaching and learning, especially for underperforming pupil groups.

TOTAL Spend | £14,336

Impact

- The percentage of pupils achieving a Good Level of Development at the end of the Early Years Foundation Stage (EYFS) increased to 71% in 2017. This is in line with the national average.
- 84% of pupils in Y1 met the expected standard in their Phonics Screening Check in 2017. This is slightly higher than the national average.
- Our KS1 SATs results in 2017 are in line with the national average.
- The percentage of KS1 pupils working at Greater Depth in READING increased by 27% in 2017 (0% - 27%)
- The percentage of KS1 pupils working at Greater Depth in WRITING increased by 13% in 2017 (10% - 23%)
- The percentage of KS1 pupils working at Greater Depth in MATHEMATICS increased by 15% in 2017 (0% - 15%)
- Our KS2 SATs results in 2017 increased in all areas – 28% in READING, 23% in SPELLING, PUNCTUATION AND GRAMMAR, 25% in WRITING and 18% in MATHEMATICS.
- A culture of staff development was introduced in 2016 with regular appraisals and training for all staff. School leaders supported class teachers with planning and modelled outstanding teaching and learning leading to a positive impact on pupil attainment and progress.
- We put in place a clear and detailed termly rapid action plan to address school priorities.
- We raised the standard of teaching and learning throughout the school – including the practice of teaching assistants.
- We introduced productive pupil progress meetings where detailed data facilitated meaningful discussions about an individual child's attainment and progress.
- We developed a simple system of tracking data from the moment the child enters the school.
- We have notes of pupil progress meetings that detail how an individual child will be supported. These notes and actions are reviewed on a termly basis.
- A robust marking and feedback policy was introduced in 2017. School leaders were participants in a research project which focused on feedback and marking led by the Institute of Education. As a result school leaders have developed an increased understanding the effectiveness of staff pupil feedback.

2: READING - To improve the progress and attainment of PUPIL PREMIUM CHILDREN

TOTAL Spend | £44,421

Impact

- 84% of pupils in Y1 met the expected standard in their Phonics Screening Check in 2017. This is slightly higher than the national average.
- Our KS1 SATs results in 2017 are in line with the national average.
- The percentage of KS1 pupils working at Greater Depth in READING increased by 27% in 2017
- KS2 SATs results in READING in 2017 increased by 28%.
- The progress measure in reading increased from -4.1 to -1.3.

3: MATHEMATICS - To improve the progress and attainment of PUPIL PREMIUM CHILDREN**TOTAL Spend** | £35,841**Impact**

- Our KS1 SATs results in 2017 are in line with the national average.
- The percentage of KS1 pupils working at Greater Depth in MATHEMATICS increased by 15% in 2017 (0% - 15%)
- Our KS2 SATs results in MATHEMATICS in 2017 increased by 18%.

4: EYFS**TOTAL Spend** | £9000**Impact**

- The percentage of pupils achieving a Good Level of Development at the end of the Early Years Foundation Stage (EYFS) increased to 71% in 2017. This is in line with the national average.
- The average total points score was 34.1 in comparison to the national average of 34.5.
- The average total points score has increased from 32.2 in 2013 to 34.1 in 2017

Priority 5:**To support pupils' BEHAVIOUR, SOCIAL EMOTIONAL AND MENTAL HEALTH****TOTAL Spend** | £64,038**Impact**

- Our social and emotional support for vulnerable children and families is a strength.
- An Educational Psychotherapist works for one day each week at the school, offering family therapy to 'at risk' families.
- Our Learning Mentor and Inclusion Manager work closely with vulnerable children and families to improve outcomes and offer support.

Amount of Pupil Premium grant allocated: £145,000

Barriers to educational achievement:

Children at Christ Church SW9 Primary School mainly reside in an area of extremely high socio-economic deprivation. Barriers to learning for our Pupil Premium students include:

- Attainment on entry to the EYFS for some pupils is significantly below the National Average.
- A high number of pupils speak English as an additional Language.
- There is a high level of need for family support.
- Attendance last year was slightly below the National Average.
- There is a higher than average rate of mobility among Christ Church pupils.

Addressing these barriers:

To address identified barriers to learning, school leaders have identified the following priorities for Pupil Premium spending over the 2017/18 academic year:

Priority 1 INCLUSION Improving the progress and attainment of lower attaining pupil premium children in KS2.	
Cost/Benefit Analysis	Actions:
Approximately £20,000 Teaching Assistants Cost: ££££ Evidence Base: ** Average impact: +1 month.	Teaching Assistants to lead afternoon intervention booster groups to swiftly address areas of underachievement.
Approximately £10,000 Behaviour Interventions Cost: £££ Evidence Base: **** Average impact: +3 months.	EP support one day each fortnight to develop educational provision and outcomes for pupils with SEND.
Approximately £10,000 Oral Language Interventions Cost: £ Evidence Base: **** Average impact: +5 months.	SALT support one day each week to develop educational provision and outcomes for pupils with SEND as well as leading direct intervention sessions.
Approximately £20,000 1:1 reading support/tuition: Cost: ££££ Evidence Base: **** Average impact: +5 months.	HLTA to lead 'Reading Project X' intervention to support the progress of lower attaining pupils in KS2.
£2500 1:1 reading support/tuition: Cost: ££££ Evidence Base: **** Average impact: +5 months.	1:1 daily phonics and reading tuition for pupils who are at risk of not meeting age related expectations by the end of Year 1 led by HLTA.
Approximately £29,000 Small Group tuition: Cost: £££ Evidence Base: ** Average impact: +4 months.	Increased SENDCO provision (1 day per week increased to 3 days per week)

Priority 2 MATHEMATICS <i>Improving the progress and attainment of pupils in mathematics throughout the school, with a focus in KS2</i>	
Cost/Benefit Analysis	Actions:
Delivery £3000 Training £400 Small Group tuition: Cost: £££ Evidence Base: ** Average impact: +4 months.	Deputy Headteacher and Teaching and Learning Specialist will lead Y5 ad Y6 booster classes.
£1200 Parental involvement: Cost: £££ Evidence Base: *** Impact: +3 months	Parent workshops to develop effectiveness of home-school learning.
£1200 Staff Development:	Mathematics consultant to work with staff to offer support and training.
Approximately £10,000 Small Group tuition: Cost: £££ Evidence Base: ** Average impact: +4 months.	EAL Support and Intervention through language pre-teaching and vocabulary intervention groups (delivered to a range of year groups to support whole school Literacy acquisition).

Priority 3 INCLUSION <i>Increasing the number of pupil premium children who are working at a higher standard.</i>	
Cost/Benefit Analysis	Actions:
Delivery £3000 Small Group tuition: Cost: £££ Evidence Base: ** Average impact: +4 months.	Deputy Headteacher and Teaching and Learning Specialist will lead Y5 ad Y6 booster classes for more able pupils.
£1000 Mastery Learning: Cost: £ Evidence Base: *** Average impact: +5 months.	Planned opportunities for able, gifted and talented pupils within the school eg. digital leaders, language experts etc.
£500 Mastery Learning: Cost: £ Evidence Base: *** Average impact: +5 months.	Weekly chess club for all KS2 pupils who would like to join (with an emphasis on able underachievers).
£3000 Mastery Learning: Cost: £ Evidence Base: *** Average impact: +5 months.	Weekly sessions led by the Deputy Headteacher and teaching and learning specialist to address more able Y2 and Y6 writers and underachieving writers.
£3500 After school programs/Arts activity participation: Cost: ££ Evidence Base: *** Impact: +2 months.	Subsidised musical instrument lessons and after school club places for disadvantaged pupils to develop talents, aptitudes and self-esteem.

Priority INCLUSION <i>Supporting vulnerable pupils and families (with a focus on improving attendance and maintaining high levels of family engagement).</i>	
Cost/Benefit Analysis	Actions:
£10,000 Social and Emotional Learning Cost:£££ Evidence Base: **** Average impact: +4 months.	Educational Psychotherapist to work at the school one day a week, delivering family therapy.
£1200 Social and Emotional Learning Cost:£££ Evidence Base: **** Average impact: +4 months.	Drama Therapy available to vulnerable pupils.
£15,000 Social and Emotional Learning Cost:£££ Evidence Base: **** Average impact: +4 months.	Educational Psychologist to work at the school for one day a fortnight to assess individual pupils and to support class teachers with strategies for supporting vulnerable pupils and those with special educational needs.
£75,000 Parental Involvement Cost:£££ Evidence Base: *** Average impact: +3 months.	A full time Inclusion Manager and Learning Mentor offer practical support to individual pupils and families in need.