



Christ Church School, Hampstead

Use of Pupil Premium 2017/18

Pupil Premium is funding that we receive from the Government. It is additional to our main school funding and is allocated to all schools to address underlying inequalities between children.

In the 2017/18 financial year, schools received the £1320 for each primary aged pupil registered as eligible for free school meals at any point in the last 6 years.

Schools also received £1,900 for each pupil who:

- has been looked after for 1 day or more
- has been adopted from care
- has left care under a special guardianship order, a residence order or a child arrangement order

In the financial year 2017/18 Christ Church school received £17,000 pupil premium funding. The school had 12 eligible children on roll at the point of the January 2017 school census. The table below shows a summary of how this funding will be used over the school year 2017/18.

Please contact the school for information for previous reports giving details of how our funding has been spent in previous years and its impact.

How are we spending the Pupil Premium? - summary

Christ Church Primary, Hampstead, 2017/18

Use of pupil premium	Cost (approx.) (covers full cost or as part contribution to full cost)
<u>Supporting attainment and progress:</u>	
'Reading for enjoyment and progress' group and mentors TA time: £2000 Resources: £500	£2500
Times tables group and mentors TA time: £2000 Resources: £500	£2500
Volunteer Reading Help (Beanstalk)	£650
Teacher time to include: 1:1 and booster group teacher time and contribution to teacher additional costs associated with pupil premium support (preparation, assessment and tracking, meetings with parents)	£4000
TA time to include: contribution to class and 1:1 TA costs (to support in class differentiation and to support full participation and well-being of individual pupils)	£4850
<u>Supporting personal development:</u>	
School journey contribution	£500
After school clubs for pupils eligible for FSM or those in financial hardship	£1000
Teacher time to support behaviour	£1000
	Total: £17,000
Total pupil premium funding received in 17/18 financial year	£17,000

How have we decided on our priorities for spending the Pupil Premium?

Supporting attainment and progress

We track the progress and attainment of all our pupils individually on a termly basis and we compare the progress and attainment of groups of children according to different characteristics including eligibility for pupil premium.

Our analysis of both school-based data for all individuals and classes and of DfE data (e.g. data dashboard) has enabled us to identify the following priorities for pupil premium spending:

- To increase progress and attainment of some individual pupils eligible for pupil premium (in reading, writing and/or maths) so that they are making at least expected progress through KS2 or so that they are at least meeting national expectations at the end of key stages
- To maintain the increase in progress in reading (particularly at higher levels) and to develop long-lasting positive reading behaviours in some pupils eligible for pupil premium
- To ensure that children eligible for pupil premium attain as highly in the school's times tables challenge as other pupils so that all children have quick recall of multiplication facts

Supporting personal development

We are an inclusive school and want to ensure that there is full participation in all our school activities for all pupils.

Through discussion with individual parents we have identified that cost is sometimes a barrier to full participation in extra-curricular activities. We are therefore using some of our pupil premium funding to contribute towards the cost of after school clubs and trips to ensure all pupils are able to participate fully.

Pupil premium action plan 2017/18

N.B. There may also be other areas of need identified for individual eligible pupils and supported through pupil premium funding

Issue	How identified	Actions to address this issue	Desired impact	Evaluation and monitoring
Progress and attainment levels of some individual pupils	Individual termly pupil tracking of attainment and progress	<ul style="list-style-type: none"> • Extra support / booster groups led by teacher or TA (e.g. maths, phonics, typing) • 1:1 teacher or TA time • Volunteer reading help sessions • TA support for in-class differentiation 	Increased progress and attainment levels for individual pupils so that attainment and progress is at least in line with national expected levels	Termly tracking of individual pupil attainment and progress by head teacher Reports to Governors Teaching, Learning and Standards committee
Progress and attainment in reading for pupil premium group compared to non-pupil premium group Lack of 'reading for enjoyment' behaviours in some individual pupils	Analysis of whole school groups progress data Analysis of DfE data (dashboard) Observation and discussion with pupils, class teachers and parents	<ul style="list-style-type: none"> • 'Reading for enjoyment and progress' group – led by TA and teacher • Older children in the pupil premium reading group acting as reading mentors for younger pupils and supporting with book choices and 1:1 reading • Purchase of pupil-choice books for sharing and discussion • Purchase of e-readers for sharing between this group • Volunteer reading help sessions 	Continued progress in reading in the pupil premium group across the school so that attainment in reading for this group continues to be at least in line with that in the non-pupil premium group. Pupils developing enjoyment of reading.	Termly tracking of attainment and progress of pupil groups by head teacher Feedback from pupils, plus observations and discussion with parents and class teachers Reports to Governors Teaching, Learning and Standards committee
<div style="border: 1px solid black; padding: 5px;"> Reading has been a pupil premium area of focus for the school for a number of years. School data shows that the disadvantaged pupil group are now attaining at a similar level in reading to the non-disadvantaged group in school. We will continue to run our pupil premium reading group in order to maintain this progress. </div>				
Times table fluency and knowledge for some pupils who are eligible for pupil premium	Analysis of school times table challenge scores Discussion with class teachers in pupil progress meetings	<ul style="list-style-type: none"> • Times table group (for pupil premium and wider group) led by teacher/TA to develop fluency • More confident children to act as mentors for younger children to support them with games, songs, resources to learn times tables 	Increased fluency in times tables recall in targeted pupil premium pupils Times table scores of pupil premium group in line with non pupil premium group	Termly times table challenge scores tracked by class teachers and head teacher Report to Govs TLS committee

<p>Ensuring full participation in all activities in school (including trips and after school clubs)</p> <p>Funding free after school clubs for children eligible for FSM and for those eligible for PP where there is a need.</p> <p>Ensuring positive behaviours in the classroom, playground and development in ability to manage feelings</p>	<p>Discussion with parents about difficulties in paying for trips or after school clubs</p> <p>Behaviour records and discussion with parents and pupils</p>	<ul style="list-style-type: none"> • Contribution towards residential school journey cost • Funding clubs for pupils eligible for FSM or those in financial hardship (therefore clubs are free to parents) • Contribution towards funding teacher time to support with positive behaviour (work with individuals and groups/classes). • Contribution towards 1:1 TA time to support full participation in curriculum and classroom activities for individual pupils as necessary. 	<p>Full participation in Year 6 school journey</p> <p>All pupils eligible for pupil premium attending at least one after school club over the year.</p> <p>After school clubs for both KS1 and KS2 available at no cost to parents where needed</p> <p>Positive impact on behaviour, attitude to learning and managing feelings for some pupils.</p>	<p>Annual report on participation in after school clubs including data on pupil premium pupils' participation.</p> <p>Feedback from pupils and parents.</p> <p>Behaviour reports.</p>
--	---	---	--	---

How do we know it is making a difference?

We continue to track individual pupil progress and attainment each term, adapting our provision and extra support accordingly. For example, our analysis of data (comparison of pupil premium/non-pupil premium group, closing the gap measures) shows that the gap between progress and attainment in reading of the pupil premium group and other pupils has closed across the school in the past three years. This is due to the positive impact of our pupil premium 'reading for progress and enjoyment' group. The disadvantaged pupil group across the school is now attaining in line with the non-disadvantaged group in reading.

Positive feedback from pupils and parents also tells us that they value the wide range of opportunities provided at school including the range of after school clubs and our school journey.

We will evaluate and monitor the impact of our 2017/18 pupil premium provision through the activities listed above, including involving and reporting to governors.