

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 2019/20 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 £2,300 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 2019/20 Christ Church school received £16,480 pupil premium funding. The school had 11 eligible children on roll at the point of the January 2019 school census. The table below shows a summary of how this funding will be used over the school year 2019/20.

Please contact the school for information of 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, 2019/20

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
Volunteer Reading Help (Beanstalk)	£750
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, intervention programmes such as precision teaching and times tables support and to support full participation and well-being of individual pupils)	£4850
<u>Supporting personal development:</u>	
School journey contribution	£760
Contribution towards trips and workshops for those eligible for FSM or in financial hardship	£1000
After school clubs for pupils eligible for FSM or those in financial hardship	£1000
Teacher time to support behaviour and well-being	£1620
	Total: £16480
Total pupil premium funding received in 19/20 financial year	£16480

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. ASP) 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

Supporting personal development

We are an inclusive school where our vision is for all pupils to experience *life in all its fullness* now and in the future. We therefore 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 2019/20

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, precision teaching, other intervention programmes) • 1:1 teacher or TA time • Volunteer reading help sessions (Beanstalk) • TA support for in-class differentiation • Teacher and TA support to have a particular focus, where needed, on ensuring eligible children have a good level of fluency in times tables (in comparison with peers in school's times table challenge and in national multiplication check) 	Increased progress and attainment levels for individual pupils so that attainment and progress is at least in line with national expected levels	<p>Termly tracking of individual pupil attainment and progress by head teacher</p> <p>Reports to Governors Teaching, Learning and Standards committee</p>
<p>Progress and attainment in reading for pupil premium group compared to non-pupil premium group</p> <p>Lack of 'reading for enjoyment' behaviours in some individual pupils</p>	<p>Analysis of whole school groups progress data</p> <p>Analysis of DfE data (ASP)</p> <p>Observation and discussion with pupils, class teachers and parents</p>	<ul style="list-style-type: none"> • 'Reading for enjoyment and progress' group – led by TA and teacher, with half-termly visits to local book shop • 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 	<p>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.</p> <p>Pupils developing enjoyment of reading.</p>	<p>Termly tracking of attainment and progress of pupil groups by head teacher</p> <p>Feedback from pupils, plus observations and discussion with parents and class teachers</p> <p>Reports to Governors Teaching, Learning and Standards committee</p>
<p>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 and continue to develop reading habits and enjoyment in this group.</p>				
Ensuring full participation in all activities in school (including trips, residential trip and after school clubs)	<p>Discussion with parents about difficulties in paying for trips or after school clubs</p> <p>Behaviour records</p>	<ul style="list-style-type: none"> • Contribution towards residential school journey cost • Contribution towards other school trips and workshops • Funding at least 50% contribution towards after school clubs for pupils eligible for FSM or those in financial hardship 	<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>Annual report on participation in after school clubs including data on pupil premium pupils' participation.</p>

<p>Funding free (or 50% cost) 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 emotions</p>	<p>and discussion with parents and pupils</p>	<ul style="list-style-type: none"> • 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>After school clubs for both KS1 and KS2 available at 50% cost/no cost to parents where needed</p> <p>Positive impact on behaviour, attitude to learning and managing feelings for some pupils.</p>	<p>Feedback from pupils and parents.</p> <p>Behaviour reports.</p>
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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 progress and attainment) 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. We believe 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.

Our pupil premium tracker monitors individual progress and attainment for the small number of pupils eligible for Pupil Premium funding.

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 2019/20 pupil premium provision through the activities listed above, including involving and reporting to governors.