

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 2020/21 financial year, schools received the £1345 for each primary-aged pupil registered as eligible for free school meals at any point in the last 6 years.

Schools also received £2,345 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 2020/21 Christ Church school received £12,760 pupil premium funding. The school had 8 eligible children on roll at the point of the January 2020 school census. The table below shows a summary of how this funding will be used over the school year 2020/21.

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, 2020/21

Use of pupil premium	Cost (approx.) (covers full cost or as part contribution to full cost)	Note for 2020/21
<u>Supporting attainment and progress:</u>		
'Reading for enjoyment and progress' group and mentors TA time: £2000 Resources: £500	£2400	*It is unclear whether some of our planned provision will be able to go ahead in its current form due to changing government guidance. We will adapt our plans (e.g. online ordering of resources, reading with class adults rather than external volunteers if needed.)
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)	£3000	
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)	£2730	
<u>Supporting personal development:</u>		
School journey contribution	£380	*
Contribution towards trips and workshops for those eligible for FSM or in financial hardship	£750	
After school clubs for pupils eligible for FSM or those in financial hardship	£750	*
Teacher time to support behaviour and well-being	£2000	
	Total: £12760	
Total pupil premium funding received in 20/21 financial year	£12760	

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

The main barriers to educational achievement faced by eligible pupils

The range of data we collect about pupils' achievement and participation shows us that the small number of pupils who are eligible for pupil premium funding in our school have very different characteristics and therefore face different barriers to education achievement. This leads us to support each eligible pupil in a different way and to track their progress, attainment and wider participation individually.

However, to generalise, we can identify from the data that *access to support at home with learning and with reading in particular* and *ability to access our wider extra-curricular opportunities* are two potential barriers to achievement for some of this group. We have therefore identified the two areas set out below to target in our provision.

*In 20/21 we are also supporting individual and groups of children to make accelerated progress to 'catch up' any learning and progress affected by the period of school closures and home learning, having identified potential gaps with detailed baseline assessments. Pupil premium funding allocated in our plan to teacher and TA time for supporting attainment and progress will contribute to this 'catch up' support, along with any other dedicated 'catch up funding'.

Focus area 1:

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 continue to develop long-lasting positive reading behaviours in pupils eligible for pupil premium

Focus area 2:

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, workshops and trips to ensure all pupils are able to participate fully.

Pupil premium action plan 2020/21

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	Planned evaluation and monitoring
<p>Progress and attainment levels of <i>some</i> individual pupils</p>	<p>Individual termly pupil tracking of attainment and progress</p>	<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) 	<p>Increased progress and attainment levels for individual pupils so that attainment and progress is at least in line with national expected levels</p>	<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>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 (or online ordering 2020/21) • 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>				
<p>Ensuring full participation in all activities in school (including trips, residential trip and after school clubs)</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>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 • 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 • 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 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>*NB 2020/21 Some of these wider activities may not be able to take place because of current guidelines. School will amend plans/source alternatives in order to provide as wide an experience as possible.</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?

including an evaluation of the impact of expenditure for last academic year (19/20)

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 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.

Pupils eligible for pupil premium funding who left Year 6 in 2019 achieved very positive results in the end of key stage assessments (four eligible pupils): Reading: three expected, one greater depth; Writing: one expected, three greater depth; Maths: one expected, one working towards expected, two greater depth.

Pupils eligible for pupil premium funding who left Year 6 in 2020 achieved very positive teacher assessment results (no statutory assessments) (two eligible pupils): Reading: one expected, one greater depth; Writing: one expected, one greater depth; Maths: one expected, one greater depth.

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. In 2019/20 all our eligible KS2 pupils took part in at least one opportunity to represent the school in sports or arts activities and all participated in all class trips, including our residential trip, and after school clubs. During the period of school closure and through the June and July return to school of all pupils, we focused additional teacher and TA time on supporting learning and emotional well-being of pupils eligible for pupil premium (in place of provision of wider opportunities).

We will evaluate and monitor the impact of our 2020/21 pupil premium provision through the activities listed above, including involving and reporting to governors.