

St Christopher Primary

Pupil Premium Spend Summary

Grant 17-18 : £88,700 (Spend £104,800)

64 Pupil Premium Funding (including 5 x LAC+/Adopted from care)

3 x EYPP (£521.52)



Focus	Cost	Planned Actions	Planned Outcomes	Evidence																																
Family and Pupil Support Worker	£18,500 per year	<p>Work with pupils and families throughout the school on a variety of issues and challenges accessing education including attendance.</p> <ul style="list-style-type: none"> Named contact for family support/in crisis Signposting to food banks Swift access to outside agencies quickened, Time for You Counselling Family Support for journeys to and from school when required Breakfast/snack and lunch provision if needed Home Visits to support families/support at meetings 1:1 pupil support – time to talk, friendship 1:1 pupils support for pupils with social and emotional issues etc CAF's – Lead Professional Support for pupils and families with medical issues- ensuring health 	<p>Improving quality of life at home Reducing stress/anxiety at home and school Pupils and Parents receive professional support where needed Reduced persistent absences High attendance rates (reducing gap for disadvantaged pupils- thus positively impacting on achievement) Improved access to lessons for pupils with social, behavioural and emotional issues. Reduced hunger in school Maximising attendance for pupils with medical conditions</p>	<p>Pupil Premium Overall Attendance</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>15/16</th> <th>16/17</th> <th>17/18</th> </tr> </thead> <tbody> <tr> <td>YR</td> <td>-</td> <td></td> <td>94.9%</td> </tr> <tr> <td>1</td> <td>-</td> <td>96.4%</td> <td>97.2%</td> </tr> <tr> <td>2</td> <td>95.6%</td> <td>96%</td> <td>97.6%</td> </tr> <tr> <td>3</td> <td>98.5%</td> <td>98.5%</td> <td>98%</td> </tr> <tr> <td>4</td> <td>94.8%</td> <td>94.9%</td> <td>92.6%</td> </tr> <tr> <td>5</td> <td>93.3%</td> <td>90.9%</td> <td>93%</td> </tr> <tr> <td>6</td> <td>94.4%</td> <td>96.1%</td> <td>96.9%</td> </tr> </tbody> </table> <p>Notes: Y4: 1 pupil attendance of 71.9%.</p> <p>Persistent Absentees: X 5 (of 69 pupils below 90%)</p>	Year Group	15/16	16/17	17/18	YR	-		94.9%	1	-	96.4%	97.2%	2	95.6%	96%	97.6%	3	98.5%	98.5%	98%	4	94.8%	94.9%	92.6%	5	93.3%	90.9%	93%	6	94.4%	96.1%	96.9%
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		plans are met														
Additional support staff in Early Years	£9000	<ul style="list-style-type: none"> Support for EY pupils with low starting points in health and self care. Support pupils with PSED and Speech difficulties Support for YR pupils 	<ul style="list-style-type: none"> Pupils entering school with lower starting points in PSED, S and L and Health and Self Care meeting these basic needs. Pupils improved access to curriculum Vulnerable pupils supported by good ratios Reception pupils further on in reading and phonics scheme than previous years. Narrowed gap of cohort from lower starting points Increased % achieving Good level Development 	<p>Current Y1 End Of Reception: x4 Pupils GLD: All pupils 75% PP: 50%</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>Summer 2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50% (4.6)</td> <td>50% (5.6)</td> </tr> <tr> <td>Writing</td> <td>25% (4.4)</td> <td>50% (5.6)</td> </tr> <tr> <td>Maths (Number)</td> <td>50% (4.6)</td> <td>75% (5.8)</td> </tr> </tbody> </table>		Baseline	Summer 2018	Reading	50% (4.6)	50% (5.6)	Writing	25% (4.4)	50% (5.6)	Maths (Number)	50% (4.6)	75% (5.8)
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<p>Additional adult support for</p> <p>Y1: Phonics</p> <p>Y4: Attainment and Progress</p>	£17500	<ul style="list-style-type: none"> Focused teaching - allowing all groups to be smaller. 1-1 support 	<ul style="list-style-type: none"> Misconceptions have been addressed and progress has increased. Daily 1-1 tuition 100% passing phonics screen test in Year 1 2 pupils who are unlikely to pass screen check in Year 2 to make strong progress with sounds 	<p>Year 1 Phonics 11 PP 10/11 pupils passed (91%) The 1 child who did not pass has significant high needs</p> <p>Year 2 Phonics 9 PP 7/9 passed in Year 1 (78%) 2 remaining children did not pass the retake. Child A achieved 23 sounds Child B achieved 27 sounds Both children moved from RWI group F to I</p>												

				<p>Year 4 : 12 pupils</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline</th> <th>Summer 2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75% (8:2)</td> <td>75% (9:4)</td> </tr> <tr> <td>Writing</td> <td>33% (7:6)</td> <td>42% (8:10)</td> </tr> <tr> <td>Maths</td> <td>33% (7:6)</td> <td>50% (8:10)</td> </tr> </tbody> </table>		Baseline	Summer 2018	Reading	75% (8:2)	75% (9:4)	Writing	33% (7:6)	42% (8:10)	Maths	33% (7:6)	50% (8:10)									
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<p>Additional Teacher support for Year 5 English and Maths</p>	<p>£19,500</p>	<ul style="list-style-type: none"> • Focused teaching with smaller class sizes • Personalised learning- focus upon maths challenge and grasp of basic English skills 	<ul style="list-style-type: none"> • Meeting pupil needs • Increasing pupil confidence. • Narrowed gaps in attainment • Accelerated progress 	<p>12 PP Pupils</p> <table border="1"> <thead> <tr> <th>2017-2018 Data</th> <th>Non PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Reading ARE (Yr and Mths)</td> <td>10.10</td> <td>10.8</td> </tr> <tr> <td>Reading progress (Sept 17-Jul 18)</td> <td>11mths</td> <td>12mths</td> </tr> <tr> <td>Writing (Yr and Mths)</td> <td>10:6</td> <td>10:2</td> </tr> <tr> <td>(Sept 17-Jul 18)</td> <td>14mths</td> <td>16mths</td> </tr> <tr> <td>Maths (Yr and Mths)</td> <td>10.2</td> <td>10.4</td> </tr> <tr> <td>(Sept 17-Jul 18)</td> <td>14mths</td> <td>17mths</td> </tr> </tbody> </table> <p>Across all three subjects in Year 5 PP pupils made more progress in 17/18 than Non PP thus narrowing the gap.</p>	2017-2018 Data	Non PP	PP	Reading ARE (Yr and Mths)	10.10	10.8	Reading progress (Sept 17-Jul 18)	11mths	12mths	Writing (Yr and Mths)	10:6	10:2	(Sept 17-Jul 18)	14mths	16mths	Maths (Yr and Mths)	10.2	10.4	(Sept 17-Jul 18)	14mths	17mths
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Music Tuition for all Pupils in Year 3 and Year 5 (more than NC requirements)	Ukulele £5500 Keyboards £5500	<ul style="list-style-type: none"> • Opportunities for all children to learn instruments not just those who afford tuition. 	<ul style="list-style-type: none"> • Pupils have experienced learning to read music and playing different instruments, previously it was only those who could afford the fees. 	<p>Pupils progressed from lessons on holding the instrument correctly to performing a concert in front of invited guests. Some pupils have gone onto learn other instruments in school or at Secondary School having been inspired</p>																																									
Subsidised Trips, Residential/Day and transport eg: Swimming	£3000	<ul style="list-style-type: none"> • Pupils being given equal opportunities. 	<ul style="list-style-type: none"> • Pupils are included in all activities • Less pressure on families 	<p>Improved resilience Increased confidence Greater independence A number of non swimmers achieved 25 metres</p>																																									

Breakfast Club sessions.	£150	<ul style="list-style-type: none"> Breakfast provision encouraging attendance. 	<ul style="list-style-type: none"> Children are more ready to learn. 	See attendance statistics
Sports Kits	£150	<ul style="list-style-type: none"> Extra sports kits purchased to ensure children to take part in school sports. 	<ul style="list-style-type: none"> Children are fitter and healthier Children are more ready to learn 	See Sports Impact Report
Financial support for families in crisis	£500	<ul style="list-style-type: none"> Financial support for pupils whose families cannot afford travel or child care Food Provisions 	<ul style="list-style-type: none"> Improved well being for pupils and families. 	<ul style="list-style-type: none"> Family Support worker records
One to One sessions across school	£4500	<ul style="list-style-type: none"> Focused maths/reading teaching for particular children. 1 : 1 tuition 	<ul style="list-style-type: none"> Misconceptions have been addressed Confidence has been increased 	<ul style="list-style-type: none"> Child A : Made 8 months progress (also on SEN register) Child B: Made 10 months progress Child C: Made 10 months progress Child D: Made 20 months progress Child E: Made 20 months progress Child F: made 16 months progress Child G: made 22 months progress Child H: Made 12 months progress Child I: Made 16 months progress Child J: Made 12 months progress Child K: Made 18 months progress Child L: made 32 months progress Child M: Made 16 months progress <p>Eight pupils made outstanding progress (61%)</p>

<p>Brilliant Club X 3 Y5 Pupils</p>	<p>£1500</p>	<ul style="list-style-type: none"> • Register x 3 pupils with Brilliant Club- • Visits to University at start of project • One hour tutor sessions for ten weeks • TA support in school with written university task • Support pupils in meeting deadlines • Travel arrangements to final graduation visit 	<ul style="list-style-type: none"> • Raised aspiration of pupils and parents • Understanding of how success in academic work can bring opportunities • Improved independent research skills • Passes achieved in tasks 	<ul style="list-style-type: none"> • All 3 pupils passed • Graduation November 2018
<p>Structured Conversations</p>	<p>£400</p>	<ul style="list-style-type: none"> • To hold structured conversations termly, with parents, to promote parental engagement. • To set targets to raise attainment • To review targets. • To offer support to parents to help their children with homework. • To discuss any potential barriers to learning with parents. 	<ul style="list-style-type: none"> • Increased parental engagement • Raised attainment • Decreased gaps in attainment between DP and non DP children. • Children to be supported reading at home. • Children to bring homework in consistently. • Children to learn spellings at home. 	<ul style="list-style-type: none"> • In reading, data shows that the children have made accelerated progress. • In writing, data shows that the children have made accelerated progress. • In maths, data shows that the children have made accelerated progress. • All children handed in homework weekly and reading and spelling records show increased parental input.