

**Pupil premium strategy statement: Christ Church CEP Academy**

**2019/2020 Review**

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| 1. **Summary information** | | | | | |
| **School** | Christ Church CEP Academy Folkestone | | | | |
| **Academic Year** | 2019-2020 | **Total PP budget** | £233,640 | **Date of most recent PP Review** | Sept 20 |
| **Total number of pupils** | 417 | **Number of pupils eligible for PP** | 177 (43%) | **Date for next internal review of this strategy** | Sept 21 |

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| 1. **Attainment based on last year- 2019-2020 *(there are no figures due to Covid-19)*** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving expected standard or above in reading, writing and maths** | % | % |
| **% making at least expected levels of progress in reading** | % | % |
| **% making at least expected levels of progress in writing** | % | % |
| **% making at least expected levels of progress in maths** | % | % |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. | |
|  | | Baseline assessments of PP pupils are significantly lower than national average. Therefore pupils have to make more progress to reach expected end of year outcomes and subsequently to pass phonics screening test, KS1 and KS2 SATS.. | |
| **C.** | | Pupils eligible for PP are less likely to engage in home learning. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Attendance rates for pupils eligible for PP are 92.07% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. | |
| **E.** | | An Increasing amount of pupils are being affected by homelessness, domestic abuse and reduced parenting capacity requiring social care intervention. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve speaking and language skills for pupils eligible for PP in the lower school. This will be measured through the use of Speech/Language Link to evaluate number of PP pupils working at age expected level. | | Pupils eligible for PP in the Lower school will make rapid progress by the end of their academic year so that all pupils eligible for PP meet age related expectations. |
|  | Additional intervention is targeted to accelerate progress of pupils eligible for PP in order to reach age expectations. | | Additional intervention is available in subsequent years in order to reach end of KS expectations. |
|  | Increased engagement in homework. | | All pupils complete homework set. |
|  | Increased attendance rates for pupils eligible for PP. | | Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 92.07% to 96%. |
|  | Issues affecting pupil’s readiness to learn are addressed. | | All pupils are safe at home and at school and the school works in partnership with parents and other agencies to improve outcomes. |

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| **Review of expenditure 2019/2020** | | | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| To improve end of KS outcomes for PP pupils. | Small group teaching in year 2,5,6.  Quality Intervention team | PP pupils in the school performed better than national average and in line with their peers at Christ Church CEP Academy. In the time prior to Covid-19 this desired outcome was on track.  Most effective teachers were able to identify pupil’s gaps and knew how to move them on. | Effective strategy to be continued.  QI to operate in a more structured way with an effective timetable. | 154 850 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| To provide emotional support for vulnerable pupils through an alternative curriculum | Setting up a new class, Starfish, to accommodate children who had difficulty accessing learning in a class of 30 | Pupils accessed education in a small group, with regular attendance, behaviour was managed effectively  Specific issues were addressed sensitively  Targeted pupils were able to learn effectively alongside their peers. | The class structure proved to be very successful enabling children who might otherwise be excluded to access their curriculum.  Effective strategy. To be continued. | 71398 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| After school clubs to be available to vulnerable children | Clubs will be run by staff and supported by Shepway Sports trust, targeted to pupils’ needs | Clubs ran successfully in terms 1-3  COVID 19 interrupted this provision | This is a very effective approach and will be continued from Term 2 2020 | 2594 |
| An alternative curriculum provision would be available for children who have difficulties accessing the curriculum in the classroom | Forest school was established with a trained member of staff plus an assistant. This was made available to selected children | The teachers reported an improvement in behaviour and engagement in learning by the children who had attended a course of Forest School | Children should be selected on teacher recommendation and groups should be carefully composed to avoid clashes between the students.  Background information on the children must be provided by the class teacher.  This will be continued and developed over the coming years | 4798 |
|  |  |  | **TOTAL EXPENDITURE** | **233640** |

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| **Academic year** | **2020-2021** | | **Total Pupil Premium budget** | | **£227 305** | **Date of most recent review** | | | **September 2020** |
| **Total number of pupils** | **419** | | **Number of pupils eligible for PP** | | **132** | **Date of next internal review** | | | **September 2021** |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review implementation?** | |
| A. Improved speech and language skills in early years and the Lower school. | All staff have been trained in Language for Learning and employ these strategies to model good language within the school and to teach vocabulary and language structure. | This is a proven strategy used across Kent and validated by the speech and language service. | | Monitoring by Early Years team Leader and SENCO | | | SENCO  Early Years Team Leader | Termly PPM  July 2021 | |
| B. Additional intervention and targeted teaching to accelerate progress of pupils eligible for PP in order to reach age expectations. | Each class has at least one TA full time in order to provide additional and targeted support to all pupils as necessary during whole class teaching.  Setting for phonics across the school through Read, Write, Inc | Each class has a vast range of ability including pupils with SEN and EAL. In order to provide the range of learning needed by all learners additional adults are needed to model and scaffold at these different levels.  RWI Manager oversees the correct targeting of this teaching. Pupils are taught in small groups of approximately 8 pupils. This is typically pupils from Year R to Year 2 although some pupils may continue through to Year 3. | | Monitoring of TAs to ensure effective classroom practice.  Monitoring in house, by RWinc Manager.  Pupils will complete phonics screening throughout the year and results analysed.  Pupils in Year 1 and 2 will complete the Year 1 phonic screening test. | | | SLT and Team Leaders  RWinc  coordinator, Team Leaders | Termly PPM  July 2021 | |
| C. Pupils eligible for PP are less likely to engage in home learning. | Remote Learning Policy in place.  Class Dojo used effectively by all teachers.  Bespoke home learning arrangements in place where required. | It is recognised that every family have different barriers to enable them to complete learning at home to support the learning journey. The Remote Learning Policy 2020 takes into account this barrier and adopt bespoke approach to accessing learning. | | Monitoring by team Leaders and leadership team. | | | SLT and Team Leaders | Termly PPM  July 2021 | |
| 1. **Targeted support** | | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review implementation?** | |
| A. Improved speech and language skills in reception | Support teachers to access every child in Year R during term 1 on Speech/ Language Link.  Support teacher to run language groups on a daily basis for targeted children.  Targeted pupils to be reassessed at the end of term 4 to monitor impact. | Speech/Language Link is an established programme which is proven to impact on progress of speech and language.  Support is to be provided for our youngest pupils in enable the learning gap to be closed.  Staff are experienced and skilled practitioners who are able to assess formatively and identify any additional issues quickly. | | SENCO and Early Years Team Leader will oversee and monitor provision.  EH to complete screening and implement group/1:1 intervention.  NELI- A Pilot Spoken Language Programme will be explored- a champion will be identified to follow through the programme. SENCO and EYs TL will monitor success and impact. | | | SENCO  Early Years Team Leader | Termly PPM  July 2021 | |
| B. Additional intervention and targeted teaching to accelerate progress of pupils eligible for PP in order to reach age expectations. | Reading Recovery  Better Reading Partnership  Inference Training  Small focus group teaching for English and maths. | Externally moderated to ensure good rates of progress. Targeted at pupils just beginning their reading journey.  Support for pupils working just below age expected level in Year 2.  Intervention for phonics for pupils in Year 4,5 and 6.  Intervention for pupils who are able to decode but are being held back by their understanding.  In year 2,5 and 6 | | Monitoring through pupil progress meetings | | | SLT  Team Leaders  SENCO | Termly PPM  July 2021 | |
| C. Pupils eligible for PP are less likely to engage in home learning. | PP pupils are supported with home learning through the Remote Learning Policy 2020, giving options for online or paper based learning packs.  Communication between CTs/ Team Leaders and families will happen regularly through a variety of way to establish best practice. | It is recognised that every family have different barriers to enable them to complete learning at home to support the learning journey. Not everyone has internet access for example. The Remote Learning Policy 2020 takes into account this barrier and adopts a bespoke approach to accessing learning. | | Review of Remote Learning Policy 2020 will take place by SLT and Governors.  Monitoring through pupil progress meetings. | | | SLT  Team Leaders | Termly PPM  July 2021 | |
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| 1. **Other Strategies** | | | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | | **How will you ensure it is implemented well?** | | | **Staff lead** | **When will you review implementation?** | |
| D. Increased attendance rates | Deputy Headteacher and admin team working to engage all families in improving pupils attendance,  Whole school reward system  Partnership with SLO | There will be increased pupil attendance rates, in line with government expectations.  Identified group of pupils and their families targeted. to raise their attendance from 85% to 96%.  The whole school reward system will be in place from the beginning of Term 2, to motivate and engage pupils to attend school and raise awareness of the implication of absence with parents/carers. | | Partnership with SLO  Engage all school staff in promoting the reward system.  Involve the pupils in selecting the rewards.  Communicate effectively with families and support them with barriers to attendance wherever possible. A case by case approach is adopted especially in light of the impact of covid-19. | | | Deputy Headteacher  Admin team  SLT | Termly PPM  July 2021 | |
| E. Issues affecting pupil’s readiness to learn are addressed. | Pupil mentor  Drawing and talking therapy  Wow books  Lego therapy  Therapeutic play  Fare Share  Creative behaviour group??  Safeguarding team | Pupil mentor is able to work alongside pupils in all aspects of school life including arrival at school, lessons and playtimes. This prevents behaviour issues arising and supports pupil wellbeing.  Targeted counselling for pupils struggling with a specific issues that is impacting on their learning.  Raise self-esteem and promote positive communication between home and school.  Teach and develop social skills.  Targeted therapy for pupils struggling with a specific issues that is impacting on their learning.  Food items distributed to families in need  Run by Sure Start with targeted parents to develop parenting capacity. (this is currently postponed due to covid-19.  Group of staff working together to ensure safety and wellbeing of all. | | Monitoring by SENCO, leadership team and phase leaders.  Improved SDQ scores, wellbeing and involvement.  Liaison with parents  Improved SDQ scores, wellbeing and involvement.  Liaison with parents  Liaison with parents | | | SENCO  Leadership team  Business Manager | Termly PPM  July 2021  July 2021 | |