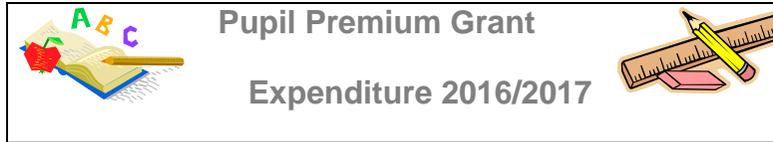




Christ Church C of E Primary School



Total amount of PGP received	£117,940	
Nature of support 2016/2017	Cost	Intended Impact
<p>Pressure Point Support for vulnerable children and families through 6 week intervention by a support worker.</p> <p>Orrets Meadow Outreach Specialist Teacher Specific interventions to address barriers to reading and writing</p> <p>Special Needs Advisory service Consultative advice, diagnostic testing and staff training</p> <p>Additional EP – 6 days per year + 2 days training Increased access to educational psychologist for staff development, consultation, formal assessment and guidance</p> <p>Employment of Independent Speech Therapist for 1 day per fortnight Assessment of pupils and advice regarding programmes and delivery. Meeting with parents and consultations with staff members.</p>	<p>£3,500</p> <p>£5750</p> <p>£1580</p> <p>£2533</p> <p>£4125</p>	<p>75% of this service will be used for pupil premium children, of those Pressure Point reporting will demonstrate an improvement in well-being and attitude between pre and post work assessments.</p> <p>Support to be targeted so that children make minimum of 3 steps progress across the year.</p> <p>Assessments will assist in identifying learning needs and advise on personalised support. Aim is to use this knowledge to identify further pathways / professional input and to boost outcomes.</p> <p>Improve outcomes for targeted children by providing advice, training and guidance for staff and assessing pupils cognitive and social areas of need to access appropriate personalised learning.</p> <p>Improve outcomes for children in prime area of communication by delivering focused support, training and guidance.</p> <p>Ensure vulnerable pupils are identified, are</p>

<p>Development of Non-Teaching Focused SENCO</p> <p>Mentoring & training of teacher to specialise in SENCO role and gain Nationally recognised SENCO accreditation</p> <p>Addressing Cohort Action Plans through Support & accelerated learning Intervention</p> <p>TA support for afternoon sessions to deliver targeted support and acceleration learning opportunities as identified by half termly pupil progress monitoring</p> <p>Vulnerable Pupils Support / Challenge Learning Mentor</p> <p>Identification and support for vulnerable children (academic and social) to reach their potential. Extension activities for more able pupils, family work for vulnerable and support teaching for lower ability.</p> <p>Maths Whizz</p> <p>Online gap busting tool for identified pupils</p> <p>Allocated amount to support access to extra-curricular activities, trips and learning activities</p>	<p>£31,019</p> <p>£1000</p> <p>£56,000.50</p> <p>£21,424</p> <p>£900</p> <p>£1,000</p>	<p>receiving effective support to meet needs and so make good progress. Tracking attainment and progress of pupils, monitoring quality of provision, supporting parents and liaising with external agencies to secure best possible outcomes.</p> <p>Boost achievement for targeted groups to promote age related attainment and improve progress.</p> <p>Enable vulnerable children to thrive by offering support and guidance to families, pastoral support for pupils and so remove barriers to learning.</p> <p>Diminish the difference for targeted pupils.</p> <p>Ensure most vulnerable can access wider learning opportunities so that PP children can attend clubs, visits and residential.</p>
Total Cost	£128,831.50	
Pupil Premium Grant	£117,940	
Shortfall from School Budget	£10,891.50	

Measuring Impact of PGP spending

All intervention programmes will be measured with a pre and post test, evaluated by the Senior Leadership team and reported to Governors and Parents.

The impact of interventions will be monitored by the SENCO and AHT and reported back to the HT and Middle Leaders.

Reports will be produced to evaluate the impact of Pressure Point support, EP, SALT and OMO.

Pupil Progress Meetings will focus on rigorous tracking of those children receiving interventions and gap closing activities to measure value and the impact of small class and developmental group teaching.

Parent evaluations will be completed to evaluate family support sessions

Pupil surveys will be completed along with pre and post-delivery of self-esteem activities.

Pupil and parent surveys and attendance registers will be used to evaluate extra-curricular activities.

Contextual information



Basic Characteristics Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (305 pupils)

26 March 2017

Year Group	No. of Pupils	Boys / Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational Needs	SEN Support	Statement	Education, Health and Care Plan	No. of Looked after Children
Y1	54	23 (42.6%) / 31 (57.4%)	10 (18.5%)	6 (11.1%)	6 (11.1%)	2 (3.7%)	7 (13.0%)	7 (13.0%)	0 (0%)	0 (0%)	0 (0%)
Y2	51	23 (45.1%) / 28 (54.9%)	10 (19.6%)	9 (17.6%)	3 (5.9%)	1 (2.0%)	6 (11.8%)	6 (11.8%)	0 (0%)	0 (0%)	1 (2.0%)
Y3	48	22 (45.8%) / 26 (54.2%)	9 (18.8%)	6 (12.5%)	3 (6.3%)	0 (0%)	7 (14.6%)	7 (14.6%)	0 (0%)	0 (0%)	0 (0%)
Y4	50	26 (52.0%) / 24 (48.0%)	8 (16.0%)	6 (12.0%)	6 (12.0%)	1 (2.0%)	15 (30.0%)	15 (30.0%)	0 (0%)	0 (0%)	0 (0%)
Y5	54	28 (51.9%) / 26 (48.1%)	12 (22.2%)	6 (11.1%)	3 (5.6%)	0 (0%)	13 (24.1%)	12 (22.2%)	0 (0%)	1 (1.9%)	0 (0%)
Y6	48	28 (58.3%) / 20 (41.7%)	16 (33.3%)	11 (22.9%)	2 (4.2%)	1 (2.1%)	15 (31.3%)	15 (31.3%)	0 (0%)	0 (0%)	0 (0%)
All	305	150 (49.2%) / 155 (50.8%)	65 (21.3%)	44 (14.4%)	23 (7.5%)	5 (1.6%)	63 (20.7%)	62 (20.3%)	0 (0%)	1 (0.3%)	1 (0.3%)

* Includes pupils with Information Not Obtained.

Impact

Pressure Point

- 100% of PP pupils who accessed Pressure Point had raised self-esteem and improved their ability to manage their emotions, resulting in them being able to access the curriculum. 100% of PP pupils who accessed Pressure Point made at least expected progress in reading, writing and maths apart from one pupil who has an EHCP who made 4 in reading, 3 in writing and 3 in maths. Average steps progress for all PP pupils who accessed Pressure Points is 6 steps for reading, 6 for writing and 6 for maths.

Orrets Meadow Outreach Specialist Teacher

- 100% of pupils who were PP had an improved attitude to learning and confidence which was evident in their specific intervention work and also within their class work, showing an ability for them to apply the skills learned. 100% of PP pupils who accessed Orrets Meadow made at least expected progress in reading, writing and maths, with average steps progress for all PP pupils who accessed Orrets Meadow being 6 steps for reading, 7 for writing and 6 for maths.

Special Needs Advisory service

- Assessments were able to assist in identifying learning needs for specific children and advice was given on personalised support. Teachers were able to use advice to adapt their delivery and the learning activities for the needs of the children. 100% of SEND children that are also PP had specific support and outcomes were increased because of this. 83% of pupil made at least expected progress for reading, 100% for writing and 100% for maths. The average steps progress for all PP pupils who had support from the Special Needs Advisory Service was 5 steps for reading, 6 for writing and 6 for maths.

– 6 days per year + 2 days training

- **Additional EP** Outcomes for targeted children was improved by acting upon advice given. Specialist advice enabled SENCO to ensure the correct provision was in place for a year 1 pupil. Training for SENCO has enabled SENCO to train appropriate staff to deliver programmes for specific children to improve teaching and learning for pupils. 100% of PP

children that had specific support from the additional EP made at least expected progress for reading, writing and maths. The average steps progress for all PP pupils who had support from the additional EP was 6 steps for reading, 7 for writing and 6 for maths.

Employment of Independent Speech Therapist for 1 day per fortnight

- All children who have been seen by our independent speech therapist have been given a personalised programme for home and for school. SALT has met with all parents and all teacher of the children involved to ensure that they have a good understanding of what is needed for the pupil. 91% of PP children who had SALT support made expected progress in reading, 100% in writing and 91% in maths. The average steps progress for all PP pupils who had SALT support was 5 steps for reading, 5 for writing and 5 for maths.

Development of Non-Teaching Focused SENCO

Jenny Thornton has now qualified obtaining a Post Graduate Certificate with distinction in SEN Co-ordination. Vulnerable pupils are identified, are receiving effective support to meet needs and so make good progress. Tracking attainment and progress of pupils is rigorous as SENCO attends PPI meetings with staff. SENCO has monitored the quality of provision by observing teachers and teaching assistants' deliver session to targeted children, along with allocated Governors. Parents have been supported and the SENCO has liaised with external agencies to secure best possible outcomes. 90% of SEND pupils who are PP have made expected progress in reading, 100% in writing and 100% in maths. The average steps progress for all PP pupils who are SEND is 5 for reading, 7 for writing and 6 for maths.

Addressing Cohort Action Plans through Support & accelerated learning Intervention

- TS's have supported targeted children during the afternoon session by delivering specific intervention in order to accelerate progress. 100% of teachers reported that interventions enabled the children to make more progress and were most effective when delivered regularly.

- Age related attainment for all PP pupils compared to non-PP pupils was as follows:

	Year 1 – 8 PP		Year 2 – 10 PP		Year 3 – 9 PP		Year 4 – 8 PP		Year 5 – 12 PP		Year 6 – 16 PP	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reading	75%	76%	90%	73%	89%	77%	50%	81%	67%	88%	56%	91%
Writing	63%	64%	60%	65%	78%	82%	37%	69%	58%	83%	44%	88%
Maths	75%	73%	80%	73%	78%	77%	63%	88%	63%	83%	56%	91%

Focus on PP outcomes Y4 – Y6 for academic year 2017/18.

Vulnerable Pupils Support / Challenge Learning Mentor

- Learning Mentor has identified vulnerable children and has ongoing work with those children.

Maths Whizz

- Didn't purchase Maths Whizz as we employed a 0.5 teacher to support the teaching and learning of Maths in year 6.