



## **Christ Church New Malden Primary School**

### **Pupil Premium Strategy 2020-2023**

#### **Strategy statement**

Our school mission statement is 'Becoming the people God made us to be'. Christ Church is committed to ensuring that all pupils are enabled to achieve their full potential. We therefore welcome this source of funding through the Pupil Premium Grant. Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. This funding is additional to the main school funding and is given by the Government to schools to support children and to help raise their attainment levels.

Government now suggests that Pupil Premium Strategy is for a 3 –year period because staffing will account for most of a school's pupil premium grant and it is therefore more appropriate to have a long-term strategy that is reviewed each year. Christ Church's strategy is divided into three approaches; quality teaching for all, targeted interventions and wider strategies support. We identify the barriers to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

In June 2020, The Education Endowment Foundation reported in their rapid evidence assessment that school closure is likely to have reversed the progress made to close the gap in the last decade since 2011. *"Sustained support will be needed to help disadvantaged pupils catch up. It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils."* (see Appendix useful links).

This new strategy is written in the context of the impact that school closures due to Covid-19 may have on attainment and emotional well-being for the children at Christ Church.

## Current attainment

### 2019-2020 attainment

Due to the closure of schools this year, all assessment tests and reporting expectations were cancelled. There will be no official submitted data to report. Christ Church will be making teacher assessment judgements.

### Attainment as at end KS2 (*date*)

	<b>Pupils eligible for PP IN Y6</b> <i>(number of pupils)</i>	<b>Pupils not eligible for PP</b>
% Achieving expected standard or above in reading, writing & maths		
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in maths (as measured in the school)		

### Attainment across whole school (Y1-6) as at (*date*)

	<b>Pupils eligible for PP Y1-6</b> <i>(number of pupils)</i>	<b>Pupils not eligible for PP</b>
% Achieving expected standard or above in reading, writing & maths		
% making expected progress in reading (as measured in the school)		
% making expected progress in writing (as measured in the school)		
% making expected progress in maths (as measured in the school)		

(Subsequent years data will be added here.)

## Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	External barriers
Gaps in learning and understanding of concepts due to Covid-19 school closure.	Unknown long-term effects of the Covid-19 school closure on pupil well-being and emotional responses.
The range of experiences during lockdown period – it is unclear how this period will affect the children – some children have engaged in the reduced provision and others have found this challenging.	Access to technology to complete online learning
Numbers of PP children achieving Greater Depth in Writing	Pupil resilience.
Understanding and use of a range of vocabulary	Cultural capital/Limited life experiences

## Our priorities 2020 - 2023

High quality teaching for all pupils
To close the gap between disadvantaged pupils and their peers.
Provide targeted academic support for pupils who are not making expected progress.
Provide targeted academic support for pupils to achieve or exceed age-related expectations
To closely monitor the educational and well-being impact on pupils due to Covid-19 school closures.
To ensure that children are able to access online learning tasks.
By the end of KS2, targeted children for Greater Depth will reach this in one subject area.

<b>Funding</b>																			
<b>Academic Year</b>	<b>Year 1: 2020-21</b>	<b>Year 2 21-22</b>	<b>Year 3 22-23</b>																
<b>Total number of pupils</b>	As at June 2020 = 452																		
<b>Number of pupils eligible for PPG</b>	Estimated based as at June 2020 = 36 (8%) <table border="1" data-bbox="504 379 891 550"> <tr> <td>N</td> <td>?</td> <td>Y3</td> <td>3</td> </tr> <tr> <td>YR</td> <td>3</td> <td>Y4</td> <td>6</td> </tr> <tr> <td>Y1</td> <td>8</td> <td>Y5</td> <td>6</td> </tr> <tr> <td>Y2</td> <td>5</td> <td>Y6</td> <td>5</td> </tr> </table> <b>Actual</b>	N	?	Y3	3	YR	3	Y4	6	Y1	8	Y5	6	Y2	5	Y6	5	<b>Estimate</b>	<b>Estimate</b>
N	?	Y3	3																
YR	3	Y4	6																
Y1	8	Y5	6																
Y2	5	Y6	5																
<b>PPG received per pupil</b>																			
<b>Total PP budget</b>		<b>Estimate</b>	<b>Estimate</b>																

Planned expenditure				
Quality of teaching for all				
Desired outcome	Success criteria	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
Effective transition and reintegration back to school in September 2020.	<p>Interventions can be well-planned to support gaps in learning.</p> <p>Analysis of data will show that the gap in attainment / progress does not widen.</p> <p>Children transition successfully into school routines, friendships and learning.</p>	<p>Subject-specific assessments - identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material covered builds on secure foundations.</p> <p>Early use of GL Assessments for baseline data.</p> <p>Staff to be aware of emotional challenges around transition into school which impact on readiness to learn.</p>	<p>End of Year 1 assessments will be reviewed to inform the focus for the 2<sup>nd</sup> year.</p> <p>Transition programme will be maintained for Y2 and Y6.</p>	<p>End of Year 2 assessment will be inform the focus for the 3<sup>rd</sup> year.</p>
Gaps in learning due to Covid-19 closure do not widen between PP and non-PP pupils	<p>% gap identified via school data does not exceed previous data for each particular group</p> <ul style="list-style-type: none"> <li>○ Termly pupil progress meetings</li> </ul>	<p>Close tracking of acquisition of non-negotiables,</p> <p>Staff will have clear understanding of gaps in each PP child's knowledge.</p> <p>Staff will use information from previous teacher to identify gaps.</p> <p>PP children prioritised for interventions</p> <p>New Educational Psychology</p>	<p>Educational Psychology service will provide training informed by areas for development identified in previous year.</p>	

		support agency to advise with strategies.		
High quality of teaching for all children in Reading Writing Maths Broader curriculum	Middle leaders will be empowered to have a more accurate view of learning in their subject through: <ul style="list-style-type: none"> <li>o Termly and weekly planning.</li> <li>o Reviewed through book scrutiny.</li> <li>o Staff and pupil feedback</li> <li>o Termly data tracking</li> </ul>	White Rose webinar training embedded.  Development of new curriculum overviews - planning returning to year-group specific.  New PSHE and RSE curriculum embedded.  Maintain staff expectations to reflect high expectations for PP children.		
High quality of teaching reading and phonics for all KS1 children.	Children confidently apply phonic knowledge reading books that are matched to their phonic knowledge.	Introduction of new Phonics-based reading scheme with focus on Reception.	Extend new scheme into Y1	Extend new scheme into Y2.

<b>Interim review</b>				
<b>Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Success criteria</b>	<b>Year 1 Review</b>	<b>Year 2 Review</b>	<b>Year 3 Review</b>
Effective transition and reintegration back to school in September 2020.	Interventions can be well-planned to support gaps in learning.  Analysis of data will show that the gap in attainment / progress does not widen.			

	Children transition successfully into school routines, friendships and learning.			
Gaps in learning due to Covid-19 closure do not widen between PP and non-PP pupils	% gap identified via school data does not exceed previous data for each particular group			
High quality of teaching for all children.	<p>Middle leaders will be empowered to have a more accurate view of learning in their subject through:</p> <ul style="list-style-type: none"> <li>○ Termly and weekly planning.</li> <li>○ Reviewed through book scrutiny.</li> <li>○ Staff and pupil feedback</li> <li>○ Termly data tracking</li> <li>○ Termly pupil progress meetings</li> </ul>			
High quality of teaching reading and phonics for all children.	Children confidently apply phonic knowledge reading books that are matched to their phonic knowledge.			

## Planned expenditure

### Targeted support

Desired outcome	Success criteria	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
<p>To close the gap between disadvantaged pupils and their peers.</p> <p>Provide targeted academic support for pupils who are not making expected progress</p>	<p>Targeted children make expected / exceeding rates of progress as identified in progress data.</p> <p>Data target will be reviewed and added here.</p>	<p>In house interventions to be tailored to meet the needs of our pupils targeting specific gaps identified</p> <p>Extend learning opportunities at the start / end of the day to provide high quality support for booster sessions</p> <p>Specific resources purchased as required for targeted children</p> <p>Use of National Tutoring funding is closely matched to pupils identified as requiring this support.</p> <p>Careful timetabling of additional sessions so that further gaps in learning are avoided.</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 interim review)</p>	<p>How we will implement this intervention in year 2 (in light of the year 1 interim review)</p>
<p>Provide targeted academic support for pupils to achieve or exceed age-related expectations</p>	<p>Targeted children achieve age-related expectations as identified in progress data.</p>	<p>Small group tuition or, where appropriate - one to one support for pupils who are below age-related expectation</p> <p>Prioritised interventions for pupils who are below age-related expectations:                      Conferencing                      Vocabulary extension group                      Rapid Maths                      Use of new phonics scheme</p>		



To develop the growth mindset. To enable children to reach full potential.	Use of children's self-assessment and staff observations and feedback demonstrate that children's resilience and growth mindset are positively impacting on learning and emotions.	Introduce new resilience programme.  Prioritise children who have missed schooling.		
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<b>Interim review</b>				
<b>Targeted support</b>				
<b>Desired outcome</b>	<b>Success criteria</b>	<b>Year 1 Review</b>	<b>Year 2 Review</b>	<b>Year 3 Review</b>
To close the gap between disadvantaged pupils and their peers.  Provide targeted academic support for pupils who are not making expected progress	Targeted children make expected / exceeding rates of progress as identified in progress data.	Review of end of year data.		
Provide targeted academic support for pupils to achieve or exceed age-related expectations	Targeted children achieve age-related expectations as identified in progress data.			

Planned expenditure				
Wider Strategies				
Desired outcome	Success criteria	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation
Children are able to identify and respond their own emotional levels.	<p>Zones of Regulation approach is embedded as a consistent, whole-school approach</p> <p>Children to be able to identify an activity that will support their emotions to a place where they are ready to learn / take part.</p>	<p>Early years staff to receive specific Early Years Zones of Regulation training from OT.</p> <p>In light of training, audit resources and purchase further as identified</p> <p>Ensure that new members of staff are aware that Zones is a whole-school approach</p> <p>Development of 'nurture' / calm zone at Infant site</p>	How we will implement this intervention in year 2 (in light of the year 1 interim review)	How we will implement this intervention in year 2 (in light of the year 1 interim review)
Pupils with social, emotional and mental health issues are supported in order to enable them to be ready to learn.	<p>Children understand that we all experience a range of emotions and challenges and that it is resilience that helps to overcome them.</p> <p>Children are able to develop their own 'resilience plan'.</p>	<p>Pastoral mentors to work with identified children who are displaying signs that resilience is low.</p> <p>Circulate information to all staff around how to identify resilience difficulties</p> <p>Head-teacher led Y6 mentor group.</p>		
Ensure that all children entitled to PP funding can learn from the same experiences as those who are not	<p>Children will not be prevented from accessing activities and opportunities offered to the school community.</p> <p>Children will feel that they belong</p>	<p>School will fund/ subsidise:</p> <p>Trips</p> <p>All children eligible for PP will be given a school hoodie as part of the new uniform changes</p> <p>Swimming lessons.</p>		

	to the school community.			
Improve pupil engagement and enhance educational experiences to meet pupils' needs.  Improve the access pupils have to cultural capital.	Children will not be prevented from accessing activities and opportunities offered to the school community.	The long-term curriculum plan ensures that every year group across the school accesses educational visits and visitors.  Development of a 'things to do before you leave CCNM' list of experiences.		
To ensure that children are able to access online learning tasks.	All children in receipt of PP funding are able to access online learning tasks	Develop links with outside groups such as Keeping Kids Connected.  Identify where school can resource / re-utilise equipment eg through purchase of 'chromebook' software for older laptops.  Support for parents to enable them to access technology for their children.		

<b>Interim review</b>				
<b>Wider Strategies</b>				
<b>Desired outcome</b>	<b>Success criteria</b>	<b>Year 1 Review</b>	<b>Year 2 Review</b>	<b>Year 3 Review</b>
Children are able to identify and respond their own emotional levels.	Zones of Regulation approach is embedded as a consistent, whole-school approach  Children to be able to identify an activity that will support their emotions to a place where they			

	are ready to learn / take part.			
Pupils with social, emotional and mental health issues are supported in order to enable them to be ready to learn.	Children understand that we all experience a range of emotions and challenges and that it is resilience that helps to overcome them.  Children are able to develop their own 'resilience plan'.			
Ensure that all children entitled to PP funding can learn from the same experiences as those who are not	Children will not be prevented from accessing activities and opportunities offered to the school community.  Children will feel that they belong to the school community.			
Improve pupil engagement and enhance educational experiences to meet pupils' needs.  Improve the access pupils have to cultural capital.	Children will not be prevented from accessing activities and opportunities offered to the school community.			
To ensure that children are able to access online learning tasks.	All children in receipt of PP funding are able to access online learning tasks			

## **APPENDIX**

### **Research Useful links**

Education Endowment Foundation	<a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a>
EEF Rapid evidence of the effects of lockdown.	<a href="https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/">https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/</a>
National tutoring Programme	<a href="https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/#closeSignup">https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/#closeSignup</a>
	<a href="https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/">https://educationendowmentfoundation.org.uk/covid-19-resources/covid-19-support-guide-for-schools/</a>
	<a href="https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/">https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/</a>
	<a href="https://educationendowmentfoundation.org.uk/tools/promising/">https://educationendowmentfoundation.org.uk/tools/promising/</a>

### **Curriculum useful links**

Resilience resources	<a href="https://www.corc.uk.net/for-schools/wellbeing-measurement-for-schools/">https://www.corc.uk.net/for-schools/wellbeing-measurement-for-schools/</a>
	<a href="https://bounceforward.com/teach-resilience/">https://bounceforward.com/teach-resilience/</a>
Floppy Phonics	<a href="https://global.oup.com/education/content/primary/series/oxford-reading-tree/floppys-phonics-sounds-and-letters/?region=uk">https://global.oup.com/education/content/primary/series/oxford-reading-tree/floppys-phonics-sounds-and-letters/?region=uk</a>
White Rose maths	<a href="https://whiterosemaths.com/">https://whiterosemaths.com/</a>