



# Thames Bridge Church of England Federation

*Belong, Inspire, Explore, Succeed*



## Pupil premium strategy statement

The Pupil Premium is additional funding given to schools and aims to close the gap in attainment between certain disadvantaged groups of pupils and those who are more well off. In 2017-18, funding was calculated on the basis of £1320 for each pupil who has been eligible for free school meals in the past six years, and £1900 for looked after children in care for more than one day or adopted from care. There is a Service premium of £300 for children of families in the armed services. Early Years Pupil Premium was £302 for each pupil. The funding is provided to schools, which decide how best to spend this according to local needs and adds to the raft of activities and interventions already provided for all pupils.

At Culham Parochial School we have high aspirations for our pupils, underpinned by our commitment to the school's Christian values. We are determined to ensure that every child can realise their full potential, that no child is left behind and that all aspire to be the very best that they can be; our children are capable of achieving what they wish to achieve.

As a school, we constantly track all groups of pupils to ensure that they make good or better progress. Through targeted interventions and close support in class we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once they are at age related expectations, we always continue to extend the learning further to ensure that they reach higher levels of attainment. We monitor closely how we are spending the allocated funds to ensure that they are having an impact on pupil premium pupils' achievement.

The school has a Pupil Premium Governor.

<b>1. Review of expenditure</b>	
<b>Previous Academic Year 2017-2018</b>	
<b>i. Quality of teaching for all</b>	

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Executive Headteacher – Mrs Lisa Horton



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<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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<p>Improved oral language skills in Reception and Year 1</p> <p>Improve vocabulary and confidence in oral communication across the school.</p>	<p>Organise the curriculum around high quality story-based themes, further raise the profile of reading through author visits and use of the reading incentive chart to promote regular reading at home. Train staff in ways of improving the quality of interactions so that children's thinking is sustained and developed. Provide exciting cross curricular opportunities, whole school theme days and trips to stimulate discussion and develop vocabulary.</p> <p>Drama sessions to boost confidence.</p> <p>Sentence Shop in R and 1 and 2 to support children to talk and develop oral skills to support writing.</p> <p>Invested in reading comprehension to ensure children can talk about and understand what they have read.</p>	<p>At times, the confidence of individual children was seen to grow. This is evidenced by their willingness to stand up and speak during assembly times. This includes the enthusiasm of our very youngest children to participate in assembly.</p> <p>The Key Stage 2 production at the end of the summer term included a speaking part for every member of KS2 including PP children. All children were confident to deliver a good performance to parents.</p> <p>Sentence Shop in R/1/2 was very successful in developing independence in reading.</p>	<p>We will continue to raise the profile of reading through the reading incentive chart and author visits. We will continue to provide exciting cross-curricular opportunities such as whole school theme days and trips to stimulate discussion and develop vocabulary.</p> <p>Drama sessions will be incorporated into regular lesson plans</p> <p>Regular reading comprehension and sentence shop activities will continue.</p>	<p>£1100</p>
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<p>Improved progress and outcomes for lower attaining pupils in writing</p>	<p>Organise the curriculum around high quality story-based themes, further raise the profile of reading through author visits, developing the library and cross curricular planning to stimulate discussion and vocabulary development. Introduce writer of the week and provide improved feedback to children about their writing. Train staff in ways of improving the quality of interactions so that children's thinking is sustained and developed.</p> <p>1-1 reading across the school for all children who are in receipt of PP or below ARE.</p> <p>1-2 Increased focus on phonics and a greater emphasis on making the links between phonics and reading and writing evident to the children.</p> <p>1-3 Weekly reading comprehension and vocabulary group sessions.</p>	<p>All children in Year 1 achieved the threshold in the Phonic Screening including PP children</p> <p>Reading attainment</p>	<p>Ensure the Action Planning model is shared with new staff</p> <p>Continue with daily reading opportunities and regular reading comprehension sessions. Impact of these initiatives not fully seen yet.</p>	<p>£1,100</p>
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<p>All PP eligible children will be supported to make progress that diminishes the gap between their attainment and that of other pupils nationally. Where pupil premium children are working above ARE these children will be challenged appropriately and supported to achieve Greater Depth.</p>	<p>TA and teacher training on feedback and meta-cognition so improvements to children's work become self-sustaining.</p> <p>Develop children's awareness of Learning Pit and Growth Mindset Strategies.</p>	<p>Children are more aware of their own involvement in their learning and are more able to discuss where they are in the Learning Pit etc.</p> <p>Children are beginning to use Growth Mindset Strategies and are accessing support materials with increased independence.</p>	<p>Strategies to develop children's behaviour for learning (independence, confidence and resilience) need to continue to be developed in the 2018-19 academic year.</p>	<p>£1,100</p>
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## ii. 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
<p>A. Improved oral language skills in Reception and Year 1</p>	<p>Focus on acquisition of early phonics including flexible and responsive grouping for phonics. One to one reading. Speech and language programmes</p>	<p>100% success rate for Year 1 pupils.</p>		<p>as above</p>

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<p>B. Improved progress for low attaining pupils in Key Stage 1 and lower Key Stage 2 in mathematics</p>	<p>Training on providing opportunities for practising basic skills.</p> <p>Introduce Times Tables Rock Stars.</p> <p>Improve the mathematical equipment available to support children.</p>	<p>Times Tables Rock Stars has shown children are more confident in the rapid recall of times tables facts in Year 5 and 6. However, further work in this area will be required for Year 4</p>	<p>Closer monitoring required through lesson observations, pupil interviews and book trawls. How are children using the equipment? Are they choosing the most appropriate support for the problem they are facing?</p>	<p>£1,500</p>
<p>Support for children and families who are vulnerable or anxious.</p> <p>Raise the self- esteem and aspirations of pupil premium children through targeted support.</p>	<p>Teaching assistant to provide additional lunchtime support and provide continuity for more vulnerable children.</p> <p>Teaching staff to ensure that targeted support, questioning and feedback is directed to all pupil premium children.</p> <p>Pupil premium children's books will be marked first.</p> <p>Pupil premium case studies will be used to incorporate pupil voice and review dispositions for learning.</p> <p>Life Skill Groups will provide children with opportunities to acquire important skills such as telling the time, learning addresses and using money.</p>	<p>Much of this work was superseded by the Garden work carried out by Rachel Woods. Children were all very enthused by this and it increased the confidence of one child in particular to enable him to talk to adults in the school more freely.</p>	<p>Pupil Premium Champion to ensure that teachers plan to mark PP children's books first and that PP case studies are conducted. Weekly Learning meetings will replace the Life Skills Groups</p> <p>Children to continue responsibilities for maintaining the garden space.</p>	<p>£1,800+ (awaiting confirmation of RW costs)</p>

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Improve well-being and engagement of PP pupils	Residential visit funded for PP pupils. Teaching assistant providing lunchtime support including games Draw Talk	For one child attending the residential visit was very successful in increasing confidence, self-esteem and overall level of responsibility.	Draw Talk to continue with specific individuals.	£500
<b>iii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All teaching assistants will be used effectively to support all learners to make good progress from starting points.	Using the approaches and recommendations from the MITA training.	Some increase in effectiveness of TA has been shown. Further work in this area to be carried forward.  Clear guidance has been given to staff regarding roles and responsibilities.	Carry over to 2018/19.	n/a
Provide high quality interventions with measurable outcomes to close the gap and improve rates of progress.	Success@Arithmetic  First Class @ Writing	Due to staff and trainer availability these interventions did not get started.	Carry over to 2018/19	£4,000

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