

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Christ Church CofE Primary
Number of pupils in school	156 (R-Y6) 15 (nursery) 172 total
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2021
Statement authorised by	C Pearce
Pupil premium lead	C Pearce
Governor / Trustee lead	J Craven

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,390
Recovery premium funding allocation this academic year	£12,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,790

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF is then used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Schools supplies such as uniforms, for children in need (such as those whom arrive from the refuge).
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision we consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1-1 support
- Staff training
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Designated Care guidance and support lead to liaise with families and support children in school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our school context of deprivation means that there are a large number of families facing social and economic challenge. Our school deprivation has an IMD of 3 (score: 31.4). 56% of our pupils live in decile 1-3. High mobility – number of transient children from local refuge. 20% of families are receiving additional support provided by school.
2	Social Care Needs: Our school has a large number of families supported historically or currently by outside agencies including social care and TAF and Early Help. Many of our families need support from school to help them to address their needs and to support their children's learning.
3	SEND: 29% of pupils receiving SEN support against a national average of 12.2%. SEN cohorts vary across classes.
4	The need for strong parental partnerships to promote parental engagement of our disadvantaged pupils.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To improve good levels of progress in all areas for all groups.</p> <p><i>See School Development Plan: Outcomes section.</i></p>	<ul style="list-style-type: none"> • Improved standards and progress in reading- improving fluency and comprehension across school, teaching of phonics • Improve standards in writing • Improve standards in grammar and punctuation • Improve standards in spelling • Improve standards in maths- focus on fluency and reasoning • Improve outcomes for disadvantaged (progress inline with other pupils, narrow attainment gap in school) • Improve outcomes for higher ability pupils
<p>Removal of specific barriers for individual pupil premium children.</p> <p><i>See School Development Plan: Personal development behaviour and welfare section</i></p>	<ul style="list-style-type: none"> • Providing access to mental health services where wait times are proving too long. • Specific targeted interventions with measured impact and progress to be reported and shared. • Support with uniform
<p>We aim to provide additional enrichment (including residentials) in order to broaden curriculum opportunities.</p> <p><i>See School Development Plan: Quality of Education</i></p>	<p>Opportunities provided deepen the understanding in subject areas and enable children to develop positive attitudes towards education both in and outside the classroom.</p>
<p>Teaching, learning and assessment to be consistently good/outstanding leading to good/outstanding outcomes for all pupils.</p> <p><i>See School Development Plan: Quality of Education</i></p>	<ul style="list-style-type: none"> • Develop mastery across all curriculum areas • Develop fluency in reading, writing and maths • Good/outstanding progress and outcomes for all
<p>Increase attendance rates for pupils eligible for PP across the school – supported through the use of sports clubs, breakfast clubs, uniform subsidies and monitoring.</p> <p><i>See School Development Plan: Personal development behaviour and welfare section</i></p>	<ul style="list-style-type: none"> • Overall attendance rates for pupils eligible for PP will improve to in line with national and comparable with other pupil groups. • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%
<p>Increased parental engagement across school</p>	<ul style="list-style-type: none"> • Sustained engagement in school by parents

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £32,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1,2,3
Pupil progress meeting planned throughout the year to monitor the progress of all children to ensure that timely actions are put in place when required	<p>EEF- Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1,2,3
Staff training to focus on how all staff can deepen the learning of all pupils	<p>EEF -Supporting high quality teaching is pivotal in improving children's outcomes. Promoting professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1,2,3
Staff training to ensure all children are	<p>EEF -Supporting high quality teaching is pivotal in improving children's outcomes. Promoting professional</p>	1,2,3

scaffolded to enable them to access all learning throughout the curriculum despite their learning barrier.	<p>development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver appropriately timed feedback that focuses on moving learning forward	<p>EEF-Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/ or self-regulation, and is then used by pupils.</p> <p>EEF-Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1,2
Targeted 1: 3 support for individual children affected by COVID.	<p>EEF- Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2
Maths and English leads to support TAs to provide appropriate interventions when agreed	<p>EEF- Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,3

through pupil progress meetings.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 EEF- Regularly review children's progress whilst they are part of the intervention to ensure the support indeed enhances their learning.	
HLTA to provide interventions to those in danger of falling behind to enable them to catch up 0.4	EEF- Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support. EEF- Regularly review children's progress whilst they are part of the intervention to ensure the support indeed enhances their learning. EEF- Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Care guidance and support lead to run parenting support classes	EEF - Engaging parents 4/5 impact for very low cost 1/5. Use of Solihull Approach to enhance emotional wellbeing, improve home-school relationships, improve attendance and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,4,5
Financial support with uniforms, residential and educational visits.	With regular arrivals in school from the local women's refuge, we aim to provide families with a new uniform. We subsidise residentials for app PP premium. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,2,4,5

Behaviour support through the LA	Specialist support with children displaying challenging behaviours in school. Support with Early Help. EEF deem such interventions to be ran in conjunction with social and emotional programmes as well as activities which promote parental engagement. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,3
Psychotherapy targeting individual children	EEF – Children’s skills can be improved purposefully through school-based Social and emotional programmes, and this persists over time. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,2,3,4
Attendance audit completed by Care, Guidance and support lead to support families where attendance is impacting on attainment and progress	EEF - Engaging parents 4/5 impact for very low cost 1/5. EEF – PP toolkit non-academic interventions such as improving attendance. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1,2,4,5
1:1 support program devised for children with individual barriers to learning related to wider issues	A number of our children require bespoke support relating to wider issues such anxiety and issues at outside of school. Staff are rapid to respond and engage with parent/carers to effectively address any barriers. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,3
Enhancement of how we engage parents within school life.	EEF- Working with parents to support children’s learning though targeted text messaging. Supporting parents to understand how they can support their children at home Parenting work shops to be held focusing on maths and English. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4

Total budgeted cost: £95,790

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Last year our strategy marked the beginning of a three-year plan. Due to COVID this has now been developed further for a new three year one beginning Autumn term 2021 – using the new approved template whilst also adding supporting evidence.

Summer term 2021 – 52 chn Years 1-6 in receipt of Pupil Premium (19 SEN)

51 chn FSM

38 FSM & PP

Reading - 8 PP chn (all of which SEN, all are FSM & PP) made under 3pts progress (expected prog 3pts Y1 and 4.5 pts all other Year groups). A Further 3 FSM chn made under 3pts progress. All which are SEN.

Writing – 11 chn (9 of which are SEN, 10 are FSM & PP) made under 3pts progress. A further 4 FSM chn made under 3 pts progress. 3 are SEN one is EAL.

Maths – 7 PP chn (5 of which are SEN, one had a long-term health issue which kept him off school for almost 6 months, all 7 are FSM). A further 5 FSM chn made under 3 pts progress. 2 were EAL and 3 SEN.

In summary, the mean progress across KS1 (16 chn) was 3.09 pts in reading, 2.96 in writing and 3.38 in maths. This is inline with whole school expectation of all children to make 3 points progress across the year. Given the recent disruption to schooling this is favourable data. Meetings have been held with SENDCo to identify children in need of action and intervention.

In KS2, (36 chn) the mean progress was 4.83 points in reading, 4.19 points in writing and 4.38 in maths. This is broadly in line with whole school expectation of all children to make 4.5 points progress across the year. We expected writing to be lower, given that many children had worked from a screen for a term.

Staff supported parents and carers throughout lockdown with phone calls, support with accessing food banks and food hampers, seeking benefits and offering well-being support.

Devices and internet access were provided to those in need. Staff were available online throughout the day to support children working at home with their schoolwork.

Several children arrived from the refuge were supported in school during lockdown.

Psychotherapy resumed remotely for those children requiring the support and staff welcomed vulnerable children into school who were finding remote learning difficult.

Our assessments and observations have indicated that pupils mental health and wellbeing has been significantly impacted by covid-19 related issues. This impact is particularly evident in disadvantaged pupils. We use pupil premium funding to provide support to all pupils as required in addition to targeted support in more complex cases. Within the actions detailed in this plan we aim to build on this approach.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia Core 5	Lexia Learning
Purple Mash	2Simple
MarvellousMe	MarvellousMe

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A