

Pupil premium strategy statement – Christ Church C of E Primary

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kerry Pope, Headteacher
Pupil premium lead	Claire Pendlebury, Deputy headteacher
Governor / Trustee lead	Kate Pope, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,655.00
Recovery premium funding allocation this academic year	£7,519.00
Pupil premium (and recovery premium) funding carried forward from previous years	£7,114
Total budget for this academic year	£74,288

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and reach their full potential across all subject areas. We want all pupils to want to come to school, be the best they can be and flourish in our nurturing within our school family. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and provide them with a range of opportunities which prepare them for the next stage of their education.

We consider the challenges faced by vulnerable pupils, such as children in care, those who have a social worker or those with special educational needs and disabilities and provide a clear pastoral offer. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils on entry at EYFS. These are evident from Reception and in general, are more prevalent among our disadvantaged pupils than their non-disadvantaged peers.</p> <p>At the beginning of the academic year, 50% of disadvantaged pupils in EYFS were below the expected standard for oracy.</p>
2	<p>Attendance data shows a significant percentage of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.</p> <p>End of year data for 2022-2023 shows that 54% of pupil classes as persistently absent were disadvantaged pupils.</p>
3	<p>Internal and external assessments indicate that EYFS GLD attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>At the end of EYFS in 2022-2023, 50% of our disadvantaged pupils achieved GLD compared to 75% of non-disadvantaged peers.</p>
4	<p>End of year data for disadvantaged pupils in writing and maths for both KS1 and KS2 at the end of 2022-2023 was lower than attainment when compared to reading.</p>
5	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>At the beginning of the academic year, 31% of pupils were accessing pastoral support at school.</p>
6	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to friendship issues, and a lack engagement in enrichment opportunities, such as extra-curricular clubs.</p> <p>At the beginning of the academic year 2023 40% of disadvantaged pupils were accessing an afterschool club.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced so that both are above the national average.
Improved levels of development for disadvantaged pupils by the end of EYFS	EYFS outcomes in 2025/26 show that more than 70% of disadvantaged pupils achieve GLD.
Improved writing and maths attainment among disadvantaged pupils.	KS1 and KS2 writing and maths outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard for writing and maths and narrow the gap with reading attainment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in referrals for support • a significant increase in participation in enrichment activities, such as extra-curricular clubs particularly among disadvantaged pupils • An increase in attendance • A decrease in the percentage of pupils needing pastoral support

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

Budgeted cost: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for key staff members to ensure interventions are administered and assessed correctly.</p>	<p>Training for teachers and teaching partners to ensure high quality teaching, assessment and a broad and balanced, curriculum that responds to the needs of pupils</p> <p>Effective Professional Development EEF</p>	<p>1,3,4</p>
<p>Enhancing dialogic activities across the school curriculum in all subject areas using Voice 21. These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary using exploratory and presentational talk.</p> <p>We will fund subject release time to monitor the effects of oracy across the school.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 5, 6</p>
<p>Embed the SSP across EYFS and KS1 to secure phonics teaching for all pupils and fidelity to Essential Letter and Sounds.</p> <p>We will fund teacher release time to embed key elements of our SSP Essential Letters and Sounds for all staff.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved</p>	<p>1,2,3,4,5,6</p>

<p>Pastoral (THRIVE) approach will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
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Targeted academic support

Budgeted cost: **£33,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills using Voice 21.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4, 6</p>
<p>Early and ongoing additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 4</p>
<p>CPD training to ensure early reading is a priority for all</p>	<p>Targeted deployment, where teaching partners are trained to deliver an intervention to a small group or individuals has a higher impact. Investing in professional development for teaching partners to deliver structured interventions can be a cost-effective approach to improving learner outcomes Teacher Assistants Intervention EEF</p>	<p>1, 3,4,</p>

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

Budgeted cost: **£29,288**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for Attendance Lead to develop and implement procedures and work with Trust and LA.</p> <p>Whole staff training on attendance approaches with the aim of developing our school ethos and improving attendance for all.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving Attendance for disadvantaged pupils</p>	2, 6
<p>Use of external agencies to remove barriers to attendance and learning. Employment of a family support adviser from Move More</p>	<p>EEF Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Support and Engagement EEF</p>	2,5,6
<p>Contingency fund for acute issues to ensure all children have access to all areas of school life.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £74,288.00

Part B: Review of the previous academic year

Pupil premium strategy outcomes

Intended outcome	Success criteria	Impact
<p>Improve writing attainments for disadvantaged pupils</p>	<p>KS2 outcomes for writing will show the gap narrowed towards non-disadvantaged peers and confidence interval fall more broadly in line with reading data by 2022/2023.</p> <p>By 2022-2023, 60% of disadvantaged pupils will achieve the expected standard/ greater depth standard for writing at the end of Key Stage 2.</p>	<p>40% of PP reached ARE at end of 2022. PA (attendance) impact to be assessed. Access arrangements provided for both. 2/3 also have SEND.</p> <p>Writing support and interventions in place for pupils working below the standard. WTS secured for all. 1 making good progress from PK4 standard at Y2.</p> <p>Writing target to remain a priority for next academic year for all year groups</p>
<p>Improved oracy skills so that all pupils are able to listen and communicate with increased efficacy</p>	<p>Oracy 21 will be embedded across all subject areas-increasing pupils' ability and willingness to engage in discussions and make connections with learning. A learning walk conducted by the Voice 21 team indicated a good development of exploratory talk. Presentational talk will improve by end of year.</p> <p>Children will use talk tokens and sentence stems with increased confidence and independence.</p> <p>Every child's voice will be valued. All staff will be trained using the P4C model (Philosophy for Children) which will further promote the use of language to support knowledge and learning.</p>	<p>Voice 21 produced a positive report on the impact of talk within our school. All SL committed to ensuring its place across the curriculum.</p> <p>The development of vocabulary and oracy are key drivers across our school</p>

<p>Improved reading attainment for disadvantaged pupils</p>	<p>YARC assessments to be used for those pupils below ARE- measure of improvements to be taken from months of progress.</p> <p>Tracking and embedding of new phonics scheme (ELS) to support Early Reading and identify those at risk to ensure all pupils keep up rather than catch up.</p> <p>End of KS1 reading data for 2022/2023 will show that 84% of disadvantaged pupils will reach the expected standard thus narrowing the gap.</p>	<p>End of year data for KS1 67% reached EXS+. Improved scores when compared to 2022 and 2021 data (6 pupils)</p> <p>Pupils who did not pass PSC resit to receive targeted ELS catch up in Y3</p> <p>Introduction of Oxford Reading Buddy has shown greater effort with reading among reluctant readers in this class</p>
<p>Attainment in maths, writing and reading at the end of KS1 and KS2 will increase</p>	<p>End of Key Stage 1 data 2022/2023 will show an increase to 67% at age related expectations for reading, writing and maths.</p> <p>End of Key Stage 2 data for 2022/2023 will show this has increased to 60%</p>	<p>End of KS1 data shows R,W,M combined at 33%</p> <p>End of KS2 40%. Percentage maintained but not exceeded.</p>
<p>Interventions to be well timed, monitored and measured</p>	<p>PP lead to establish initial targets and key starting points for children in groups and review at the end of each term with teaching partners.</p> <p>PP lead will share internal data with lead teaching partners to ensure support is well timed, monitored and with clear targets set against relevant data and tracking. Children will be able to talk about themselves as writer across a broader range of subjects and text types.</p> <p>By the end of the current 3 year cycle in 2022/2023 the gap in writing for disadvantaged pupils will be narrowed for working at the expected standard and at greater depth- 60% of disadvantaged pupils will be ARE/ GDS across the school.</p>	<p>A good system of TPs acting as PP champions has been set up with meetings 3 times a year following assessment windows to look for opportunities to drive standards.</p> <p>Writing support to be tailored to individuals</p> <p>By the end of the year 45% were working at the expected standard.</p>

		Challenge those EXS to achieve GDS standard.
To develop further opportunities for cross curricular writing and embedding key skills of grammar, punctuations and spelling, which support the writing process	Children will be able to apply key skills in all curricular writing tasks. By the end of Key Stage 2 2022/2023 76% of disadvantaged pupils will reach age related expectations in EGPS.	80% of pupils achieved EXS+(20% GDS)
To meet the needs of children with SEMH needs so that barriers to learning can be removed	SENDSCO and Thrive lead to develop a programme to ensure early intervention and support at the right time. Teachers will report increased resilience and ability to engage with learning by the end of the year. Children will be supported to be reflective and resilient in play through the development of Peer Mediators.	Peer mediators established in Autumn Term with training taking place to allow pupils to support one another. Opal Play also introduced which offers a wider range of exploratory play.

Externally provided programmes

Programme	Provider
Move More Family Support	Move More Organisation
Nessy	Bristol Dyslexia Centre
Essential letters and sounds	Oxford University Press

