

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 C of E Primary
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 to 2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kerry Pope, Headteacher
Pupil premium lead	Claire Pendlebury, Deputy Headteacher
Governor / Trustee lead	James Pope, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	63,710
Recovery premium funding allocation this academic year	£9,679
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,234
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	£82,623

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 achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

At Christ Church C of E, we strive to ensure that all children are nurtured and encouraged to be the very best that they can be in the hope that they develop a love of lifelong learning. High-quality teaching has the greatest impact on closing the disadvantaged attainment gap. Staff at all levels hold a strong shared vision that our school has a culture of high expectations for all of its pupils.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We use the Pupil Premium Grant to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become socially responsible citizens of the future. Within our intended outcomes, our goal is to ensure that our disadvantaged pupils' attainment and progress will be supported and challenged alongside their non-disadvantaged peers. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

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.

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- Remove barriers to learning created by family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts

- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Ensure disadvantaged pupils are challenged in the work that they are 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	A growing need for support with SEMH so that children are ready to learn
2	Attainment in writing does not match that of reading and writing
3	Low starting points for Oracy in EYFS class which creates a gap between non-disadvantaged and disadvantaged pupils, especially in communication and language skills On entry to Reception in the last academic year, our internal data indicated that 25% of children were working at the expected standard for speaking and listening compared to 55% of other pupils
4	SEND- a significant proportion of our Pupil Premium pupils also have SEND Our current data for 2022-2023 shows that 34% of our disadvantaged pupils are also on the SEND register
5	Ongoing impact of Covid-19 and cost of living crisis
6	Attendance

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
Improve writing attainments for disadvantaged pupils	Our internal data indicates that at the end of Year 5 2021 40% of disadvantaged pupils were working at the expected standard/ greater depth standard for writing. KS2 outcomes for writing will show the gap narrowed towards non-disadvantaged peers

	<p>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>
Improved oracy skills so that all pupils are able to listen and communicate with increased efficacy	<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>
Improved reading attainment for disadvantaged pupils	<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>Our internal data indicates that at the end of Year 1 2021-2022 shows disadvantaged pupils have an average reading standardised score of 93 compared to 101 for all other pupils.</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>
Attainment in maths, writing and reading at the end of KS1 and KS2 will increase	<p>Our internal data at the end of Year 1 2021-2022 shows 50% of pupils were working at age related expectations for reading, writing and maths.</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>Our internal data at the end of Year 5 2020/2021 shows that 40% of disadvantaged children achieved age related expectations for reading, writing and maths.</p>

	End of Key Stage 2 data for 2022/2023 will show this has increased to 60%
Interventions to be well timed, monitored and measured	<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>Our internal data for 2021-2022 indicates a gap between attainment in writing when compared to reading and maths.</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>
To develop further opportunities for cross curricular writing and embedding key skills of grammar, punctuations and spelling, which support the writing process	<p>Children will be able to apply key skills in all curricular writing tasks.</p> <p>Our internal data at the end of Year 5 2020/2021 indicates 67% of disadvantaged pupils achieved the expected standard+ for EGPS compared to 76% of all other pupils.</p> <p>By the end of Key Stage 2 2022/2023 76% of disadvantaged pupils will reach age related expectations in EGPS.</p>
To meet the needs of children with SEMH needs so that barriers to learning can be removed	<p>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.</p>

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: £ 21,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>EEF Guidance report (2017) 'Improving Literacy in Key Stage 2'. There is extensive evidence for the impact of teaching writing composition strategies from 3 meta-analysis.</p>	<p>1,2,3,4</p>
<p>Professional development on evidence-based approaches, including feedback, metacognition, reading comprehension.</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources.</p> <p>Education Policy Institute (EPI) 2020 states: High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	<p>1,2,3,4</p>
<p>One to one and small group tuition to deliver grammar catch up, maths and reading support</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>Targeted support for pupils that are identified as having low prior attainment or a particular gap in a specific area</p>	<p>1,2,3,4</p>

	<p>Support will be explicitly linked with normal lessons and in conjunction with class teachers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Embed validated synthetic phonics programme to support the teaching of phonics-resources/training for teachers/ TPs</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Our investment in Essential Letters and Sounds (ELS) will ensure rigour and fidelity to our teaching of phonics and effective support for all to ensure all children keep up rather than catch up.</p>	2,3,4
<p>Voice 21-embedding Oracy across all areas of the curriculum</p>	<p>Spoken language activities to be matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Support from Voice 21 and the development of Oracy opportunities for both exploratory and presentational talk.</p>	1,2,3,4

Targeted academic support

Budgeted cost: £ 39,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Activities and resources to meet the specific needs of disadvantaged pupils with SEND</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</p> <p>Interventions to be tracked in alignment with our MAT format and follow the EEF guidance where sessions are often brief and regular (e.g. 2–5 per week) with a guide area of focus and the ability to track pupil progress. Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period.</p>	1,2,3,4,5,6

Teaching assistant deployment and interventions	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>Deployment of our teaching partners will ensure the right support is given in a timely manner.</p>	1,2,3,4,5,6
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Wider strategies

Budgeted cost: £20,671

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Introduction of Peer Mediation</p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1,3,5,6
Extracurricular activities, including sports, outdoor activities, arts,	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved.	1,3,5,6

culture and trips	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	
Supporting attendance	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. Parents to be kept up to date with regular calls and updates on attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	6

Total budgeted cost: £ 82,623

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 2021 to 2022 academic year.

Our assessments and observations indicated that wellbeing and mental health were significantly impacted last year, primarily due to the recovery from COVID-19-related issues for many of our pupils. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and training for teaching partners (using the Thrive Approach), and targeted interventions where required. We are building on that approach with the activities detailed in this plan. The need to support pupils with SEMH needs increased across the year.

Across the year, many pupil premium pupils have narrowed the gap in learning making steady progress in reading and maths. 84% passed the phonics screening test in Year 1.

Investment was made in class teaching champions. This has ensured each class has a designated teaching partner has worked alongside the class teacher and the pupil premium lead to ensure the right support is in place at the right time. Further investment in Voice 21 has also ensured an embedding of key skills and the valuing and promotion of every child's voice.

Opportunities for cross-curricular writing and vocabulary acquisition have been explored through staff meetings and sharing of good practice.

Support given to families to ensure maximum number of children attending extra-curricular activities including residential visits.

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

