

Pupil premium strategy statement (3 year plan)

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	218
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kerry Pope Head Teacher
Pupil premium lead	Claire Pendlebury Deputy Head Teacher
Governor / Trustee lead	Daniel Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,075
Recovery premium funding allocation this academic year	£5,462
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,570
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	£64,107

Part A: Pupil premium strategy plan

Statement of intent

At Christ Church C of E, we believe that every child deserves a high quality education and 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 disadvantage 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 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. Our ultimate objectives are to:

- ✓ 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 pupils are challenged in the work that they are set
- ✓ Adopt a whole school approach where all staff play their role in raising standards and setting high expectations for all

Our goal is that disadvantage children are set high expectations and that they are supported at the right time with the right intervention in order to narrow gaps in attainment and progress by the end of Year 6.

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 following the school closures in previous year.
2	Low starting points in EYFS class which creates a gap between non-disadvantaged and disadvantage, especially in communication and language skills On entry to Reception in the last academic year, our internal data indicated that 40% of children were working at the expected standard for speaking and listening compared to 76% of other pupils
3	SEND- a significant proportion of our Pupil Premium pupils also have SEND Our current data for the year 2021-2022 shows that 45% of our disadvantaged pupils are also on the SEND register
4	Impact of Covid-19

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 oracy skills so that all pupils are able to listen and communicate with increased efficacy	Oracy 21 was implemented in the previous academic year. This will be developed across all subject areas-increase in ability and willingness to engage in discussions and make connections with learning. This will also ensure children widen their understanding and use of vocabulary. This will be evidence in engagement in lessons, book scrutiny and ongoing formative assessments. Children will use talk tokens and sentence stems with increased confidence and independence Every child's voice will be valued.
Improved reading attainment for disadvantaged pupils	Use of YARC assessments for those below ARE- measure of improvements to be taken from months of progress Develop a love of reading- teachers as experts selecting appropriate texts to engage pupils Investment in validated phonics scheme to support Early Reading

	<p>Our internal data indicates that at the end of year 2 2020-2021 disadvantaged pupils have an average reading standardised score of 92 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</p>
Improved writing attainment for disadvantaged pupils	<p>Our internal data indicates that at the end of year 5 2020-2021 42% of disadvantaged pupils were working at the expected standard/ greater depth standard for writing.</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, 63% of disadvantaged pupils will achieve the expected standard/ greater depth standard for writing at the end of Key Stage 2.</p>
Attainment in maths, writing and reading at the end of KS1 and KS2 will increase	<p>End of Key Stage 1: Internal data for 2020/2021 indicates that 20% 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 51% at age related expectations in reading, writing and maths.</p> <p>End of Key Stage 2: Internal data for 2020/2021 indicates that 67% of disadvantaged children achieved 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 76%</p>
Interventions to be well timed, monitored and measured	<p>PP lead to establish initial targets for children in groups and review at the end of each term with teachers and 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</p>
To develop further opportunities for cross curricular writing and vocabulary acquisition	<p>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 2020-2021 indicates that 67% of disadvantaged pupils achieved the expected standard compared to 79% of all other pupils at the end of KS2.</p> <p>By the end of Key Stage 2 2022/2023 75% of disadvantaged pupils will reach age related expectations in writing.</p>

<p>To meet the needs of children with SEMH needs so that barriers to learning can be removed</p>	<p>SENDCO and thrive lead to develop a programme to ensure that children are supported at the right time. Teachers will report increased resilience and ability to engage with learning by the end of the year.</p>
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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: £15,172

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading programmes: Reading Rocketeers and Rapid reading £100	Reading comprehension strategies are high impact on average (+6 months). Successful reading comprehension approaches allow activities to be carefully tailored to reading capabilities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,3,4
Investment in a quality first validated synthetic phonics programme to support the teaching of phonics £2,772	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,4
Booster teaching in Y2/Y3/Y6 to deliver phonics catch up, maths and reading support £3,800	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4
Embed powerful writing strategies for all students £300 (The Self-Regulated Strategy Development model)	The potential impact of metacognition and self-regulation approaches is high +7 months additional progress. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3

CPD for teachers and teaching partners £6,750	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/	1,2,3,4
Oracy training CPD release time for Oracy Champions £1750	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. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions planned by teachers and led by teaching partners £25,000	Research on teaching partners delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3-4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3,4
NELI (and Voice 21) to support language development £500	Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. https://educationendowmentfoundation.org.uk/projects-and-	1,2,3,4

	evaluation/projects/nuffield-early-language-intervention	
Fizzy training £200	Studies undertaken in primary schools tend to show greater impact for small group studies (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3,4
Tutoring £7,000	One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,3,4

Wider strategies: wellbeing

Budgeted cost: £15,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive support: online subscription and refresher training for lead members of staff CPD for staff from lead practitioners £7,025	Thrive is an accredited approach to developing children's social, emotional and mental health. The average impact of successful social and emotional interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the	1,2,4

	<p>degree to which teachers are committed to the approach appear to be important.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Y4 and Y6 residential support to ensure every child can participate £2,865</p>	<p>Sutton Trust Outdoor Adventure Learning. Moderate impact for moderate cost, based on moderate evidence. (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1,2,3,4
<p>Subsidised trips, enrichment experiences, equipment and support for families £4,100</p>	<p>Research has found that when children engage in wider activities they have higher academic achievement (Catterall, 2012, Metsapelto and Pulkkinen, 2012) and improved well-being (The Children's Society, 2013).</p>	1,2,3,4
<p>SEMH mentoring for key pupils £1,945</p>	<p>Some children with complex SEMH needs need support to self-regulate</p> <p>EEF Evidence: The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,3,4

Teaching: £15,172

Targeted academic support: £33,000

Wider strategies: £15,935 Total budgeted cost: £64,107

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The school continued to use baseline assessments, NFER testing for reading and maths to track children's progress across the year and implement the right support at the right time.

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
Nessy: reading and spelling	Nessy Learning Ltd
Reading Rocketeers	John Murray CPD