

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 CE Primary School
Number of pupils in school	232 (PAN)
Proportion (%) of pupil premium eligible pupils	40.52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Full Governing Body
Pupil premium lead	Nick Whitehouse
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,430
Recovery premium funding allocation this academic year	£6,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£133,245

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Barriers to future attainment

- Historically at Christ Church, pupils with PP have had to make gains in order to meet the national expectations. The pupils now in all year groups have a different prior attainment. The challenge is no longer ensuring that just the national expectation is achieved alone, but an ever higher greater depth expectation also exists.
- The transition between KS1 and 2, has historically provided a challenge for PP children, from which the children recover by the end of KS2.
- An increasing number of Pupil Premium pupils are newly arrived with very little English.
- Boys underperform girls in KS1 and EYFS and catch girls up and overtake them in Y6.
- Maintaining standards with fewer staff.

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

Pupils who are not at the expected standard appear on a Vulnerable Pupil Action Plan. This means that they get targeted support that is reviewed on a termly basis within Pupil Progress Meetings.

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises the following categories:

- Staffing
- Resources

- Enrichment
- Services
- Training

Within each category, we plan a range of interventions.

Our review process

Our three-year approach allows us to dedicate more time in the planning stage and then carry out light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Disadvantaged pupils who are not yet performing at the expected standard will have a personalised intervention to accelerate their progress as detailed on a 'Vulnerable Pupil Action Plan'. The progress of pupils in receipt of the Pupil Premium is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the Pupil Premium Grant through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

Leaders are held accountable for pupil outcomes within school by the Full Governing Body as well as its sub committees.

The school publishes its strategy for using the pupil premium on the school website.

Challenges

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

Challenge number	Detail of challenge
1	<i>The impact on academic progress in Reading, Writing and Maths following the Covid 19 pandemic, which has resulted in gaps in attainment widening.</i>
2	<i>The academic achievement of boys who are also Pupil Premium in English and Maths.</i>
3	<i>The improvement of attendance rates amongst all pupils</i>
4	<i>The accessibility and availability of specialist speech and language support</i>
5	<i>The narrowing of vocabulary for pupil premium pupils</i>
6	<i>Following the Covid19 pandemic, a lack of enriching life experiences.</i>

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
<i>Accelerated progress for pupil premium pupils, especially boys</i>	<i>The gap between pupil premium pupils and non-pupil premium pupils is reduced. This will be demonstrated by both achievement and attainment data that is submitted termly by class teachers.</i>
<i>Increased access to speech and language therapy</i>	<i>Enhanced speaking and listening and involvement in classroom/school life.</i> <i>Children will be identified by classroom teachers/SENDCO and then provided adequate support in line with their needs.</i>
<i>Children are to have a wider vocabulary</i>	<i>Children demonstrate enhanced speaking and listening skills within class.</i> <i>Children show a wider vocabulary throughout their school work, especially in their writing.</i> <i>Pupils show greater comprehension of texts following their vocabulary having broadened.</i>
<i>The improvement of attendance rates amongst all pupils</i>	<i>Following the analysis of our attendance rates, a greater percentage of pupils achieve beyond 90% for their attendance.</i> <i>The current whole school average of 95.2% will increase.</i>

	<p><i>The number of pupils who are regularly late reduces.</i></p> <p><i>A clear and consistent attendance policy and process is clearly embedded.</i></p>
<p><i>Following the Covid19 pandemic, a lack of enriching life experiences.</i></p>	<p><i>Pupils are able to attend a wider variety of educational visits.</i></p> <p><i>Pupils have access to a wider breadth of extra-curricular activities.</i></p> <p><i>Where appropriate, visiting speakers/experts are able to attend school to enrich the curriculum.</i></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 (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Extra staffing to provide classroom support and teaching in class. Supplementary staff will be recruited onto the staff team in order to provide high quality educational experiences for all. Through high quality assessment processes, children vulnerable in terms of attainment and achievement will be identified and an intervention proposed via a Vulnerable Pupil Action Plan. Staffing deployments will be modified if necessary to meet any vulnerabilities in terms of pupil progress.</i></p>	<p>EEF shows small group teaching can boost progress by 4 months.</p> <p>TA interventions can also add a supplementary 4 months of progress.</p> <p>Rauch and Coe (2019)</p> <p>William (2016)</p> <p>Making Best Use of TAs - EEF</p>	<p>1 and 2</p> <p>1 and 2</p>
<p><i>Extra staffing capacity to allow pre and post tutoring/feedback. Staff will be able to work alongside vulnerable pupils before and after lessons to ensure that the necessary skills pupils need are both taught and retained.</i></p>	<p>EEF Toolkit shows feedback can add an extra 6 months of progress.</p>	<p>1 and 2</p>
<p><i>High quality first teaching supports a wider pupil vocabulary. Each classroom will be a language rich environment with visual resources available that support learning.</i></p>	<p>EEF Toolkit shows oral language interventions could add an extra 6 months progress</p>	<p>5</p>
<p><i>School improvement priorities are supported by purchasing CPD as necessary. Teachers and key leaders are up to date with latest educational strategies, approaches and statutory guidance by attending local authority briefings and training.</i></p>	<p>Staff who are well trained are able to utilise a range of strategies effectively and therefore implement progress that EEF describe in their toolkit.</p>	<p>All</p>

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

Budgeted cost: £ 137,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tuition: Introducing targeted English and Maths teaching for pupils who are below age-related expectations. This is particularly applied in Year 6 where a supplementary teacher is employed to teach booster sessions in English and Maths.</i>	EEF shows small group teaching can boost progress by 4 months. TA interventions can also add a supplementary 4 months of progress.	1, 2
<i>School Led Tutoring in Spring and Summer 2022. Two of our part time UPS teachers will be working supplementary days to give extra tuition to disadvantaged pupils in the 2021-2022 academic year.</i>	EEF shows small group teaching can boost progress by 4 months. TA interventions can also add a supplementary 4 months of progress.	1, 2, 5
<i>When required one-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using Teaching Assistants</i>	EEF research suggests that one to one tuition can add a supplementary 5 months progress.	1, 2, 4 and 5
<i>Specialist support where required such as speech and language.</i>	Children receiving specialist support where needed will enhance progress. Oral language interventions add an extra 6 months progress according to the EEF.	4

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

Budgeted cost: £ 14,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>English resources: the purchase of key English based resources that support our school improvement priorities.</i>	Rauch and Coe (2019) explain that teaching is the single most important thing that teachers and	1 and 2

<p><i>Maths resources: the purchase of key Maths based resources that support our school improvement priorities.</i></p> <p><i>Assessment resources: the purchase of resources that support the achievement of all pupils at the end of key stages.</i></p> <p><i>English and Maths Leads liaise with the Pupil Premium Co-ordinator and make strategic resourcing decisions that will support the academic achievement of all pupils, but with a particular focus on continuing to close the gap between pupil premium pupils and those who are not in receipt of the grant. Similarly the Assessment Co-ordinator will liaise with staff to purchase assessment resources that will allow teachers to deepen the learning experience for the pupils and in turn accelerate their progress further.</i></p>	<p>school leaders can focus on to make a difference in children’s learning.</p> <p>It is therefore essential that staff have the necessary Maths and English resources that they need to teach and deliver a highly effective curriculum.</p>	
<p><i>Development of high quality experiences and cultural capital by subsidising educational visits or expert visitors in school.</i></p> <p><i>Each class will have a wow start at the beginning of their topics. Children will attend a termly Educational Visit. Co-ordinators will arrange for high quality ‘expert’ visitors, especially from the local community, to come into school and work with pupils.</i></p>	<p>According to the EEF toolkit, arts participation can improve progress by approximately 3 months</p> <p>EEF research demonstrates that enrichment activities can impact on outcomes positively.</p>	6
<p><i>Readiness to learn, attendance and punctuality: breakfast club providing pupils with a breakfast before school.</i></p> <p><i>A daily free Breakfast Club will be available for pupils from 8.00 in the school hall. Here they will have a breakfast and take part in a range of constructive activities.</i></p>	<p>EEF research demonstrates that enrichment activities can impact on outcomes positively.</p> <p>In 2016, IFS researchers in collaboration with the National Children’s Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils’ academic attainment.</p>	3

<p><i>Providing vulnerable disadvantaged pupils and their families with vital early help through the Malachi Trust Family Support Worker.</i></p> <p><i>A day a week a Family Support Worker from Malachi will attend school and work with selected pupils and parents to provide 'early help' support. The support is intended to act as a 'safety net' to help prevent any safeguarding vulnerabilities from getting worse.</i></p>	<p>EEF research shows the highly positive impact that working with parents and carers can have on pupil outcomes and attainment</p>	<p>3, 4</p>
<p><i>The purchase of new, and continuation of IT systems that support wider learning opportunities.</i></p>	<p>Rauch and Coe (2019) explain that teaching is the single most important thing that teachers and school leaders can focus on to make a difference in children's learning.</p> <p>It is therefore essential that staff have the necessary Maths and English resources that they need to teach and deliver a highly effective curriculum.</p>	<p>1, 2</p>

Total budgeted cost: £ 161,550

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.

INTERVENTION 1: Staffing

Providing supplementary teaching and support where impact can be clearly demonstrated.

Small group tuition: Introducing targeted English and Maths teaching for pupils who are below age-related expectations

When required one-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using Teaching Assistants

The ability to teach effectively during the 2020-2021 academic year was severely impacted by the coronavirus pandemic and lockdowns/bubble closures. By looking at data that is available and children's books we can see pupils progressing well in Autumn 2020 as well as the summer of 2021. However, the information available also shows that the disadvantaged pupil group was disproportionately negatively affected by closures and so work this academic year has to be carried out to close that attainment gap once more. Historically the school has been very effective in closing PP gaps, so with time applying adapted strategies, we expect for gaps to close over the medium term.

INTERVENTION 2: Resources

English resources: the purchase of key English based resources that support our school improvement priorities.

Maths resources: the purchase of key Maths based resources that support our school improvement priorities.

Assessment resources: the purchase of resources that support the achievement of all pupils at the end of key stages.

Any other resources that are deemed necessary to support disadvantaged pupils.

Unfortunately during this period of time, the school was unable to strategically purchase resources and then use any resources for long enough to establish their effectiveness.

INTERVENTION 3: Enrichment

Development of high quality experiences and cultural capital by subsidising educational visits or expert visitors in school.

Readiness to learn, attendance and punctuality: breakfast club providing pupils with a breakfast before school.

For the vast majority of the year the ability for our school to carry out educational visits, or to have visitors in school was removed or significantly hampered.

We were able to have partial Breakfast Club provision during the school year, however with a change in government guidance, the primary focus of the group was directed towards key worker families and not the disadvantaged. The capacity of Breakfast Club was also reduced so that consistent pupil groupings could be maintained.

INTERVENTION 4: Services

Supporting disadvantaged readers via Beanstalk reading volunteers.

Providing vulnerable disadvantaged pupils and their families with vital early help through the Malachi Trust Family Support Worker.

Supporting the mental well-being of disadvantaged pupils through counselling sessions provided by The Wellbeing Crew.

The purchase of new, and continuation of IT systems that support wider learning opportunities.

We were unable to engage with Beanstalk due to our Risk Assessments related to Covid19.

We were able to have sessions remotely on Microsoft Teams run by the Wellbeing Crew in the Autumn Term of 2020. These sessions were to enhance the wellbeing of children across the school during a difficult and traumatic time.

Throughout the academic year, the Malachi Trust were able to work with identified families to provide targeted support. Progress was made for each family, with evidence maintained in case files/logs.

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.