



Pupil Premium Strategy Statement 2021-22

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 Primary
Number of pupils in school	72 (Dec 2021) 27 (Oct 2020 census)
Proportion (%) of pupil premium eligible pupils	38% (Dec 2021) 40% (Oct 2020 census)
Academic year/years that our current pupil premium strategy plan covers (N.B. 3 year plans are recommended)	2021-22 2022-23 & 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Alison Richardson (HT)
Pupil premium lead	<i>as above</i>
Governor lead	Sue Pickles

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£16,795

Part A: Pupil premium strategy plan

Statement of Intent

MOTTO: *Learning & Growing Together in FAITH, HOPE & LOVE*

MISSION STATEMENT:

We want our pupils to experience **LIFE IN ALL ITS FULLNESS** and seek to ensure **DEEP PERSONAL GROWTH**. We aim to help our pupils discover who they are and who they might be. We promote a **TAKE CARE ETHOS** and encourage our children to take care of other people and the environment. We encourage our children to go **BEYOND EXPECTATION** and to **SHINE** in all that they do.

All members of staff and the governing body have a commitment to meeting the needs of our disadvantaged pupils within our caring and nurturing environment. We want all pupils – regardless of their background or challenges they face – to make good progress and achieve in all areas of the curriculum. The core of our whole-school approach is to support disadvantaged pupils to achieve their potential.

At the heart of our approach is high-quality teaching, with a focus on the areas that our disadvantaged pupils require most support. All children will benefit from this approach, which is evidenced to have the greatest impact to close the gap. In particular, we want all pupils to be able to read fluently and with understanding to enable them to access the breadth of the curriculum.

This is integral to our wider commitment for academic recovery, particularly for children worst affected by the pandemic and school closures. The actions we have outlined in this statement are intended to support pupils' needs, regardless of whether they are disadvantaged, vulnerable or neither.

We want our pupils to have self-confidence and to develop the skills they need to look after their emotional health and wellbeing. We want them to be resilient, self-motivated, enthusiastic and creative learners with the personal and social skills they need to be able to play an active and constructive role in society.

We will be responsive to shared challenges and individual needs; and seek to raise standards for all children by investing in staff and resources that will ensure every child receives the support and challenge they require to succeed.

To ensure our actions are effective, we will:

- Act early to intervene at the point a need is identified
- Ensure disadvantaged children are challenged to reach their potential

With this in mind, we will use the Pupil Premium funding to support the learning, development and engagement of children as outlined in this document.

Challenges

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

Challenge number	Detail of challenge
1	COMMUNICATION: Under-developed language skills and vocabulary gaps across all ages have been particularly noted as children returned to school after long absences from school due to the pandemic. This is more prevalent among our disadvantaged pupils compared to their peers.
2	KNOWLEDGE GAPS: Progress with key skills such as phonics / reading and maths has been negatively impacted during partial school closures / home-learning. This is more evident for disadvantaged children and has caused some pupils to fall further behind their age-related expectations.
3	SOCIAL & EMOTIONAL NEEDS: Changes in family circumstances (often directly or indirectly caused by the pandemic) has led to unsettled or challenging home lives for several of our disadvantaged families.
4	LACK OF ENRICHMENT ACTIVITIES: All children – but particularly disadvantaged children - have missed normal opportunities to visit and experience different enrichment activities due to covid restrictions.
5	ATTENDANCE: Historically, attendance and punctuality has been an issue for several of our disadvantaged families and continues to be a concern for some of our children as routines are re-established after covid interruptions. Currently, a third of pupils with persistent absenteeism are pupil premium children.
6	PARENTAL ENGAGEMENT: Engagement with home-learning was very low for some of our disadvantaged children during lock-down and we continue to have to find ways to encourage parents to read with their children, complete homework activities and attend parent evening / meetings.

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 language skills and vocabulary	<i>Significantly improved language and communication skills such as improved understanding and use of subject specific vocabulary, evidenced through observations, engagement in lessons, ongoing formative assessment and book scrutiny. Improved access to wider curriculum.</i>
Reduction / elimination of knowledge gaps in key areas (phonics, reading, maths)	<i>Improved outcomes in core subjects over strategy time-scale. Evidence of core skills being used in cross-curricular contexts. Identified gaps (e.g. in reading age) are being reduced. Support staff know how to teach intervention programmes effectively. Teaching and support staff are aware of gaps and have an agreed plan of how to address this in lessons / through interventions.</i>
Improved social and emotional levels	<i>All staff place priority on social / emotional aspects of the curriculum and ethos. High levels of well-being are demonstrated by pupil and parent voice and staff observations. Pupils are more effective in regulating their own behaviour and have a range of strategies to manage their emotions. Pupils demonstrate resilience and other positive learning behaviours / life skills.</i>
Broad range of experiences enrich cultural capital	<i>Pupils have new experiences and are enabled to pursue them. Wide range of enrichment opportunities accessed both within school and as extra-curricular opportunities. Children have a bank of experiences to enhance their learning and opportunities to develop range of talents.</i>
Improved levels of attendance	<i>Sustained improving / high attendance over strategy duration as measured by overall attendance rate and figures for persistent absenteeism, and the difference in these figures for PP and non-PP pupils.</i>
More parental engagement / support (e.g. for learning)	<i>Parents are able to support their children with their educational journey and have a better understanding of the curriculum and how they can help at home. Staff maintain positive relationships with families. Parents feel supported and are able to reach out for guidance and help with a variety of issues, within and beyond the curriculum. Positive relationships are developed between parents / carers through the Christ Church Network. Peer-to-peer support is facilitated through school. Transition to school at all phases is individualised and positive.</i>

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: **£5,670**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure quality first teaching in core subjects -</p> <p>Maths / Lit lead time to prepare and plan for subject development</p>	<p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
<p>Additional support staff for EYFS due to rapid increase in new pupils from a variety of settings</p>	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
<p>Ongoing staff training and CPD:</p> <p><i>Subject Leads</i></p> <p><i>SENDCo / ECTs / TAs</i></p> <p><i>NCC / Maths & Eng Hub / Diocese</i></p> <p><i>Mentoring & coaching</i></p> <p><i>Observations / team teaching</i></p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Using the PP funding to improve overall teaching quality benefits all pupils and has a particularly positive effect on disadvantaged children (EEF).</p> <p>Sutton Trust Report on Teacher Development</p> <p>Microsoft Word - Teachers Impact report final.docx (suttontrust.com)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
Specifically:		
<p>Further develop phonics programme and teaching</p>	<p>Phonics approaches have a strong evidence base that indicate a positive impact.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>Improve quality of social and emotional teaching and learning</p>	<p>There is extensive evidence associated with improved outcomes at school and in later life.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1,3

Targeted Academic Support

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

Budgeted cost: **£6,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated TA support, including: <i>Pre-teach sessions</i> <i>Keep up / catch up sessions</i> <i>Classroom support</i> <i>Individualised support</i> <i>1:1 support</i>	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Mastery learning EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1,2
Additional phonics / reading support e.g. RWI / Switch On	Phonics EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2
Speech & Language support, including NELI and SALT programmes	Education Endowment Foundation EEF Oral language interventions EEF (educationendowmentfoundation.org.uk) Early language EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: **£4,875**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and managing risky behaviour (CRB)	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,5
Emotional and social support / groups e.g. ELSA / Lego therapy	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,3

<p>Improve range of activities and experiences to increase pupil cultural capital e.g.</p> <ul style="list-style-type: none"> • Visits / visitors • After-school clubs <p>Also including use of specialist staff (art / PE)</p>	<p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>What is cultural capital? – Cultural Learning Alliance</p>	4
<p>Provide subsidised Breakfast Club to improve punctuality and attendance <i>(includes 'Meet & Greet' for children not attending B'fast Club)</i></p>	<p>The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)</p> <p>Research into how attendance can impact attainment The Key for School Leaders (thekeysupport.com)</p>	5
<p>Work effectively with parents Signposting and support for wider issues / barriers e.g. Healthy Families, Children's Centre, women's Aid – meetings attended by experienced staff</p>	<p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p>	1-6
<p>Promote reading at home e.g. reading ribbons and keyrings</p>	<p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>Contingency fund for acute issues / changes in circumstances / new disadvantaged families</p>	<p>Based on our experiences of the last 2 years and our context as a rapidly growing school, we have identified a need to set aside a small amount of funding to respond quickly to needs that arise during the academic year.</p>	1-6

Total budgeted cost: £16,795

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. Our internal assessments suggest that overall, the attainment of disadvantaged children was lower than their peers and that the outcomes we aimed to achieve in our previous strategy were not fully realised.

As evidenced in schools across the country, school closures and national lock-downs were most detrimental to our disadvantaged children and their families. While the impact of this was mitigated by our ability to deliver a high quality curriculum through remote-learning and use of good online teaching resources, we recognise that many of our disadvantaged pupils did not attend face-to-face teaching despite being eligible and that some did not have the parental support needed to access online learning / home learning.

Our assessments and observations of children on their return to full-time education indicated that pupil social skills, wellbeing and mental health were significantly impacted during the pandemic. This was particularly acute for some of our disadvantaged children, where challenges at home and low levels of emotional resilience made returning to school and re-establishing daily routines was difficult.

Providing emotional and wellbeing support for these children has been an ongoing focus, as has implementing an appropriate recovery curriculum to close academic gaps.

Assessment of how successfully the 2020-21 intended outcomes were met –

Please refer to previous PP strategy

Barrier / Action	Intended Outcome	Review / Assessment
Poor attendance and punctuality: Breakfast Club Provision	<ul style="list-style-type: none"> • Children in school on time every day • Children engaging in healthy lifestyle and ready to learn - basic needs met • Attendance and punctuality improved 	PP children accessing Breakfast Club provision have improved attendance and engagement in school, and form strong relationships with staff and peers.

Poor reading and comprehension skills: Switch-On Intervention	<ul style="list-style-type: none"> Increased fluency and stamina Able to access age related comprehension tasks and texts 	Particularly important for children not in school during covid lockdowns to enable gaps to be closed when returning to school.
Poor attainment in core subjects: Booster support	<ul style="list-style-type: none"> Pupils making good or better progress % of pupils at ARE increases Precision teaching ensures that gaps in learning are identified and closed Progress is evident in work Pupils make accelerated progress in reading - Passing phonics check 	As above – booster support was targeted to children not attending school during lockdowns and where home-learning had been minimal. Phonics focus was particularly important on return to school to get children to the required standard for the screener.
Social / Emotional barriers: ELSA	<ul style="list-style-type: none"> Pupils feel socially/ emotionally secure in school Pupils have increased resilience for learning and relationships 	Children were able to access specialist support as and when needed on return to school. Remote ELSA sessions allowed this support to continue during lock-downs or self-isolation.
Low cultural capital: Subsidised visits/ clubs	<ul style="list-style-type: none"> Pupils fully immersed/able to access all aspects of the curriculum 	Opportunities provided with no cost to families meaning equal opportunity to attend activities to improve cultural capital.
Communication & speech issues: Specialist SALT TA to deliver 1:1	<ul style="list-style-type: none"> Pupils able to express themselves confidently and accurately Pupils able to access /engage with the curriculum 	Opportunities for SALT support continued through lock-downs remotely. When face-to-face was possible, parents and staff would attend this together to ensure common approach and reinforcement by all.

Externally provided programmes

Programme	Provider
n/a	

Service pupil premium funding (optional)

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)*

In planning our new PP strategy, we evaluated the impact and value of previous strategies and triangulated evidence from staff, parents and pupils to identify the challenges faced by our disadvantaged pupils.

We have used the wide range of research and reports available from the Education Endowment Fund (EEF) - which we are already using to structure our latest School Improvement Plan – to understand the impact of disadvantage on educational outcomes and how we can use the PP funding effectively to address these challenges. We were particularly mindful of the current context on the covid pandemic and the impact of partial school closures on disadvantaged pupils.

We have particularly used the EEF implementation guidance to help develop our new strategy and to support us as we diagnose specific pupil needs and work out which approaches are likely to work for our pupils. We will continue to use this as we implement activities and review the impact of our 3-year approach. We will adjust our strategy over this time to ensure we secure better outcomes for our pupils.

Our PP strategy will be supplemented by additional actions not funded by our PP or recovery funding.

This year, this will include:

- Reviewing and embedding effective practice around feedback and marking, using EEF and Shirley Clarke research findings.
- Recruiting new teaching and support staff to ensure we can meet the needs of our increasing pupil population.
- Using a new 'Child on a page' format to summarise the strengths, barriers and ways we could support each individual disadvantaged child.
- Introducing the Boxall profile as a diagnostic tool to help understand barriers to children's progress.