



Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium and recovery 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 impact of last year's spending within our school.

School Overview

Detail	Data
School name	Christ Church Primary
Number of pupils in school (<i>excluding nursery</i>)	123 (Oct 2022 census) 71 (<i>Oct 2021 census</i>)
Proportion (%) of pupil premium eligible pupils	34% (Oct 2022 census) 35% (<i>Oct 2021 census</i>)
Academic year/years that our current pupil premium strategy plan covers (N.B. 3 year plans are recommended)	Sept 2021 – August 2024
Date this statement was published	Jan 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Alison Richardson (HT)
Pupil premium lead	<i>Alison Richardson</i>
Governor lead	Sue Pickles

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,625
Recovery premium funding allocation this academic year	£2,312
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£36,937

Part A: Pupil premium strategy plan

Statement of Intent

MISSION STATEMENT:

As a school community we are learning and growing together in **FAITH, HOPE & LOVE**.

We want our pupils to experience **LIFE IN ALL ITS FULLNESS** and to achieve **DEEP PERSONAL GROWTH**. We support our children to **DISCOVER THEIR POTENTIAL**, 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 a caring and nurturing environment. We want all pupils – regardless of their background or challenges they face – to make good progress and to 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 on closing any academic gaps. 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.
2	KNOWLEDGE GAPS: Progress with key skills such as phonics / reading and maths has been negatively impacted during the pandemic. 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 (directly or indirectly caused by the pandemic) has led to unsettled or challenging home lives. We have seen an increased levels of emotional support being needed.
4	ENRICHMENT ACTIVITIES: All children – but particularly disadvantaged children - have missed opportunities to visit and experience different enrichment activities.
5	ATTENDANCE: Historically, attendance and punctuality has been an issue for some of our families and continues to be a concern for some of our children as routines are re-established after interruptions to education.
6	PARENTAL ENGAGEMENT: Engagement with pandemic home-learning was very low for some children and we continue to look for 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>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.</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. reading age) are reducing. Teaching and support staff are aware of gaps and have an agreed plan of how to address this effectively.</i>

Improved social and emotional levels	<i>All staff place priority on social / emotional aspects of the curriculum and ethos. 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>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>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. 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: **£18,500** (50% of total PP spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure quality first teaching in core subjects (e.g. use of 5-a-day approach)</p> <p>Maths / Lit lead time to prepare and plan for subject development</p> <p>CPD / Training for teachers and support staff</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

Additional support staff due to rapid increase in pupil numbers.	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	1,2,3
Ongoing staff training and CPD: <i>Subject Leads</i> <i>SENDCo / ECTs / TAs</i> <i>NCC / Maths & Eng Hub / Diocese</i> <i>Mentoring & coaching</i> <i>Observations / team teaching</i>	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PP funding to improve overall teaching quality benefits all pupils and has a particularly positive effect on disadvantaged children (EEF). Sutton Trust Report on Teacher Development Microsoft Word - Teachers Impact report final.docx (suttontrust.com) Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,2,3

Targeted Academic Support

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

Budgeted cost: **£8,000** (22% of total PP spending)

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 / maths support <i>e.g. RWI / Switch On</i>	Phonics EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2
Speech & Language support from qualified / experienced TAs	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: **£10,500** (28% of total PP spending)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional and social support / groups e.g. ELSA / Lego therapy	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,3
Improve range of activities and experiences to increase pupil cultural capital e.g. <ul style="list-style-type: none"> • Visits / visitors • After-school clubs • specialist staff 	Arts participation EEF (educationendowmentfoundation.org.uk) What is cultural capital? – Cultural Learning Alliance	4
Breakfast Club	The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk) Research into how attendance can impact attainment The Key for School Leaders (thekeysupport.com)	5
Promoting reading at home e.g. reading ribbons	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1,2

Total budgeted cost: **£37,000**

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 pupil premium strategy continues into 2022-23.

The impact of our Pupil Premium Strategy is informed by data analysis, pupil progress meetings, intervention records, pupil voice and book-scrutiny.

Attendance for 2021-22: WHOLE-SCHOOL = 92.7% / PP PUPILS = 94.4%
Our strategies to improve attendance of our PP pupils have been extremely effective, and their average attendance is now better than the whole-school figure.

FS2 GLD data:

OVERALL Good Level of Development = 54.4% / PP = 57.1%
OVERALL average point score = 30.4 / PP average = 31.6

Phonics data:

Y1 Phonics – overall 77.8% passed the screener / 100% of PP passed
Y2 overall (including retakes) – 80% passed / 60% of PP

Y2 SATS data:

80% of all pupils achieved at least ARE (age-related expectations)
60% of PP pupils achieved at least ARE

Overall data (Y1-4)

READING: 64% are at/above age-related expectations / 62% of PP are ARE/ARE+
WRITING: 75% are at/above age-related expectations / 80% of PP are ARE/ARE+
MATHS: 73% are at/above age-related expectations / 77% of PP are ARE/ARE+

PP children were targeted for a range of interventions to support their academic progress as well as their mental health and wellbeing.

IMPACT

COMMUNICATION: As a result of class and intervention focus on language skills and vocabulary, lesson observations and pupil voice activities indicate improving communication skills. This will continue to be a key focus in 2022-23.

KNOWLEDGE GAPS: As a result of our whole-school focus on identifying and addressing gaps in pupil knowledge, planning has been adapted and interventions put in place to catch-up any missing learning caused by the pandemic. This is ongoing through the curriculum.

SOCIAL & EMOTIONAL NEEDS: As a result of a school school priority on developing pupil wellbeing and addressing S&E needs, lesson drop-ins and learning walks show children are becoming more resilient and are able to work with each other better. We continue to recognise that children need ongoing support to build confidence and independence in a variety of circumstances.

ENRICHMENT: As a result of our commitment to provide a broad range of experiences to enrich cultural capital, children are having access to a greater range of activities and are experiencing new things. Pupil voice indicates that this is having a positive impact on children aspirations and wellbeing.

PARENT ENGAGEMENT: As a result of a staff commitment to embedding positive relationships with families, the majority of parents feel supported to help their child make progress in school and are recognising the importance of good attendance and regular reading at home.

Externally provided programmes

Programme	Provider
n/a	

Further information *(optional)*

In planning our current 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) 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 of returning to a 'new norm' after the pandemic and the impact of partial school closures on disadvantaged pupils.

We have used the EEF implementation guidance to help develop our 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 is supplemented by additional actions not funded by our PP or recovery funding. This has included developing new documentation to summarise the strengths, barriers and how we support each individual disadvantaged child and introducing the Boxall profile as a diagnostic tool to help understand the whole-child.