

Christ Church Primary Pupil premium strategy statement Sept 2022 – Sept 2025

This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2023 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 School
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	19% (61)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Lee Archer
Pupil premium lead	Vicki Mason
Governor lead	Farakh Shafiq

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 86900
Recovery premium funding allocation this academic year	£ 4500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£91400

Part A: Pupil premium strategy plan

Statement of intent

As a school, we intend to ensure all pupils are embedded within our school ethos of 'Love to Learn and Learn to Love'. We aim that the support provided through this strategic plan will endeavour to reduce any social or educational gaps, any learning challenges and ensure that we develop lifelong learners equipped with the necessary skills to succeed in the wider world.

- Pupils eligible for PP make at least expected progress in reading, maths and writing at KS1 and KS2*
- The % of PP children reaching National Standard in all three areas is in line with the % of Non-PP children and in line with pupils nationally.*
- Effective emotional support is in place for children and families who require advice and intervention; with additional emphasis on mental health issues.*
- Children take part in extra- curricular activities and feel included in all aspects of school life.*
- To provide a location to raise effectiveness and variation of intervention programmes and life skills. In turn to raise pupil self-confidence and independence.*

Challenges

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

Challenge number	Detail of challenge
1. Pupils having an in depth knowledge of their curriculum subjects that is embedded in their long term memory can be hampered if teacher subject knowledge is not developed specifically enough to a high level.	Higher expectations in terms of teachers' subject knowledge to develop greater depth of learning for advanced learners
2. Pupils literacy and numeracy skills are poor and have been detrimentally affected by the pandemic e.g. lack of wider social interaction, lack of consistent pre-school experiences and teaching, inconsistent primary school early years' experience.	<p>a. Poor reading/ phonics skills – Use of Little Wandle Early Reading Programme/ Reading Eggs/Eggspress/ Big Cat e-books and Fluency intervention programme</p> <p>b. Acquisition of English vocabulary has been limited due to high EAL across the school (80%) – EAL Hub, Word Aware and WellComm and NELI materials to be used</p> <p>c. Poor writing stamina/ quality of writing- due to lockdown – More writing opportunities/ speed write/ handwriting interventions and a writing club</p> <p>d. Poor basic numeracy skills acquisition – Use of Mathletics/TTRockstars and NCETM basic skills programme as well as maths interventions.</p>
3. Pupils personal, social and resilience skills are poor and have been detrimentally affected by the pandemic.	<p>a. Social and emotional well-being lessons embedded within the PSHE curriculum – Mental Health Team and MHST schools programme to support mental health needs.</p> <p>b. Resilience – activities and opportunities throughout the curriculum and wider experiences eg Arts mark initiative, Outdoor learning, Forest school activities, drama , after school clubs/ teams, trips</p>
4. Poor home learning environments have a detrimental effect on children's learning and self-esteem e.g. lack of support in reading/breakfast/homework/having the right resources for the curriculum	<p>a. Access to home learning resources limited especially for online learning.</p> <p>e. Good attendance for a minority of families is not adhered to.- EWW support/ attendance clinics/ family liaison worker to encourage attendance and build relationships with families</p>

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. This is based on and needs to be taken in conjunction with the identified aims from the 2021-22 strategic plan and will have a greater level of accountability with the re-introduction of National Testing in primary schools.

Desired outcomes and how they will be measured	Success criteria
To accelerate progress with PP children in maths in KS1 and by the end of K.S. 2. Through the directed interventions NCETM , pre-teaching and precision teaching.	Progress from KS1 to KS2 is at least in line with progress rates of non-pp children. Children to be targeted to achieve appropriate combined results in RWM.
To accelerate progress with PP children in writing in KS1 and throughout KS2 through carefully planned interventions and monitoring of the impact of these.	Progress from KS1 to KS2 is at least in line with progress rates of non-pp children. Children to be targeted to achieve appropriate combined results in RWM.
To accelerate progress with PP children in reading in KS1 and throughout KS2 through carefully planned interventions in line with the Little Wandle Early Reading program/ Fluency intervention and Reading Eggs/Eggspress and monitoring of the impact of these.	Progress from KS1 to KS2 is at least in line with progress rates of non-pp children. Children to be targeted to achieve appropriate combined results in RWM.
To provide quality first wave teaching with emphasis on deepening pupils understanding of the curriculum.	An increase in children achieving greater depth targets so that rates are at least in line with progress rates of non-pp children. Specific data from PUMA, PiRA and GAPS will be included alongside Foundation assessments to help identify achievement.
To promote Social, emotional and behavioural development through the creative curriculum and through school life	Increased mental and emotional well-being and resilience leads to increased attendance and engagement with learning at home and at school.
To ensure P.P. pupils in Early Years, Reception and year 1 have the appropriate support necessary to maintain expected progress, reduce any gaps in learning and settle in well to a new setting.	Baseline (national and school) identifies gaps in learning for children and drives educational provision for P.P. children. Assessments (July 2022 and September 2022) form solid base on which children can make progress. Progression for children (P.P.) is at least in-line with expectations nationally.

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: £ 24994

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum continues to be reviewed and revised to ensure deepening activities are included as well as re-visits. Training/ moderation sessions for staff to widen the understanding/ teaching requirements for greater depth (£5184)	<p>Research suggests that interleaving and re-visits help to embed knowledge from short term to long term memory. The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1
Ensure all relevant staff have received training to provide targeted writing support within class as well as writing interventions (£800)	<p>There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support.</p> <p>Teaching of writing composition strategies through modelling and supported practice. Developing pupils' transcription and sentence construction skills through extensive practice is a recommended way to improve quality and consistency of writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_searchh&search_term</p>	2
Ensure all relevant staff (including new staff) have received training to deliver reading/phonics programme/interventions (including Little Wandle /NELI/ Reading Eggs/Eggspress– Success for All) effectively.	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.</p>	2

Allocating Staff training time/ cover (£1500)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Use of a Mental Health/wellbeing Team to include a Family liaison worker, Hope lead and SENDco to provide additional social, emotional and mental health support for children as well support for identified families.(£16970)	<p>Research suggests the average impact of successful SEL interventions is an additional four months' progress over the course of a year</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Provide laptops and routers for those without internet access at home (£540)	<p>Research suggests pupils eligible for free school meals typically receive additional benefits from homework.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	4

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

Budgeted cost: £ 25715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers provide quality first wave teaching with emphasis on closing the gaps/ additional staff	Some children have had up to 6 months away from formal teaching/learning and therefore may require extra support to fill the gaps in learning that have been missed. EEF research:	1&2

and extensions to contracts to enable interventions. (£6844)	https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf	
Extra Tuition costs to employ tutors through School led tutoring programme (£7425) to provide interventions	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1&2
Embed use of Little Wandle Phonics Programme across the school.(£1315)	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Embed use of NELI across EYFS/KS1 to increase reading for pleasure. Allocating Staff training time/ cover (£1141)	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model	1&2
Buy and continue to embed the use of Reading Eggs/Eggspress/ Big Cats e-books as a targeted programme to increase the love of reading both at home and at school.(£3000)	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2&4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Buy and continue to embed use of Mathletics/TTrockstars as a targeted programme to increase maths basic skills/ knowledge (£3240)	<p>Overall, the research evidence over the last forty years about the impact of digital technologies on learning consistently identifies positive benefits. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/The_Impact_of_Digital_Technologies_on_Learning_2012.pdf?v=1668165176</p> <p>The average impact of homework is positive across both primary and secondary school. Studies involving digital technology typically have greater impact (+ 6 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	2&4
Buy and embed use of KS2 maths intervention programme across the school.(£2500)	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2
Increase resources for EAL children so that they can access the curriculum fully.(£250)	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2,3 &4

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

Budgeted cost: £40970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide breakfast club access (£22,800), FSM (£13,337) allocation and subsidising any residential/trips. (£1000)	<p>Research shows that a good breakfast can help improve children's reading, writing and maths performance. KidsHealth.org reports that breakfasts high in protein and fibre, and low in sugar, helps to boost children's attention span, concentration and memory, essential for good performance at school.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	4
Buying education welfare officer time (£880) and allocating family liaison worker hours (£2953) within school to support families with attendance and acute need.	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	4

Total budgeted cost: £91679 (used catch up funding and school funding also to support processes)

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.

Due to COVID-19, performance measures will not be used to hold schools to account. Given this the following pupil evaluations undertaken during the 2020 to 2021 academic year e.g. standardised teacher administered tests are set out below:

Overall, our Pupil Premium children have made good progress compared to their non-pupil premium counterparts in writing and maths and have attained at a higher level in writing. However, there continues to be an impact from previous lockdowns and bubbles closures. Data has highlighted that our children will need further support in reading, writing and maths, particularly in Year 6. All of our children received high quality remote education and our Pupil Premium children were all supplied with a laptop or tablet if they required one to complete work remotely. The attainment results indicate that the plan for 2022-2023 should focus on narrowing the gap of children achieving the expected standards of attainment in maths and reading particularly.

Year 6 End of year SATs/Writing assessments – PP 13 children

Reading: 78.3% EXS, 30% HS - P.P.62 % EXS, 31% HS

Maths: 82.6% EXS, 26% HS - P.P.77 % EXS, 15% HS

GPS: 91.3% EXS, 39% HS - P.P. 85% EXS, 23% HS

Writing: 76% EXS, 4% HS - P.P. 69% EXS, 0% HS

K.S. 1 End of year Teacher assessments –PP 5 children

Reading: 65% EXS, 14% HS - P.P. 72% EXS, 9% HS

Maths: 65%% EXS, 14% HS - P.P. 45 % EXS, 9% HS

GPS: 48.8% EXS, 9.3% HS - P.P. 45% EXS, 9%HS

Writing: 47% EXS, 5% HS - P.P. 36% EXS, 0% HS

Phonics: Year 2: 87.8% passed- P.P -70% passed Year 1: 76.1% passed.-P.P-87.5% passed

EYFS: 60% achieved GLD- P.P 50% achieved GLD

Whole School Attainment

ARE+	PP	NON-PP	Difference
Reading	78%	82%	-4%
Writing	63%	62%	+1%
Maths	59%	74%	-15%

HS	PP	NON-PP	Difference
Reading	15%	20%	-5%
Writing	7%	7%	0%
Maths	17%	21%	-4%

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
NTP	Career Tree
NELI	D.F.E
Little Wandle Early Reading/phonics programme	Little Sutton

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)

Please refer to Sports Premium and Catch Up programme reports to get a fuller picture of information provided. The strategy positively includes collective use of funding streams to support overall learning aims