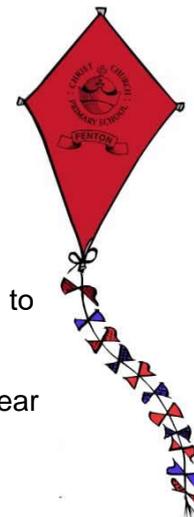


Christ Church CE Primary Academy

Respect: Endurance: Friendship

Pupil Premium Strategy Statement



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 Academy
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	48.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paula Scattergood Principal
Pupil premium lead	Paula Scattergood Principal
Governor / Trustee lead	Fr Tommy Merry, LAC link member for Additional Funding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139 535
Recovery premium funding allocation this academic year	£14 906.25
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	£154 441.25

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The activity in this statement is also intended to support other vulnerable children, such as those with a social worker regardless of whether they are disadvantaged or not. It will also support those children whose families sit just above the threshold for Pupil Premium who we also consider to be disadvantaged.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

To ensure our strategies are effective we will:

- respond to common challenges and individual needs
- ensure they are based upon the findings of research carried out by EEF
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

Challenges

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

Challenge number	Detail of challenge
1	Nursery and reception baseline assessments indicate a lack of vocabulary and very poor verbal communication skills for our new intake; a lack of social skills on entry into school and over 50% of our pupils every year enter working academically well below age related expectations.
2	Our assessments and observations indicate that the emotional and mental health of a number of our disadvantaged and vulnerable pupils has been impacted by the ongoing pandemic as well as other social care concerns
3	<p>Our assessments and observations indicate that the education many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in maths and English</p>
4	Our school cohort has changed considerably and we now receive a growing number of EAL pupils who arrive with little or no spoken English. Currently, 23.4% of our pupils have EAL.
5	Two thirds of our pupils from disadvantaged backgrounds are on our SEN register and in need of additional support.
6	Attendance and punctuality for some of our disadvantaged pupils is low compared to national data.
7	There is a lack of parental engagement with regard to support at home for learning.

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
Children to enter KS1 at age related expectations (GLD)	Children make greater than expected progress in EYFS to allow them to close the gap with their peers
Appropriate interventions are provided to allow disadvantaged children to close the gap to their peers in reading, writing, maths and socialisation skills.	Children receiving interventions make greater than expected progress. Range of interventions offered in school address a range of needs. Work within the classroom includes targeted support for disadvantaged children.
Language development is accelerated to allow children to develop language skills similar to their more affluent peers	Children score well on SPAG type tests. Teachers use a range of language within the classroom TAs provide language enhancing interventions across school Early years team use a range of language enhancing interventions
Increased parental engagement	Parents are more engaged with school and their child's learning, for example the proportion of parents reported hearing children read at home improves.

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: £2190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of RWInc refresher training for all staff	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Purchase of specific SEN training and other staff CPD targeted at areas of development identified in the academy development plan.	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 4, 5

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

Budgeted cost: £127 847

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school booster sessions targeted at disadvantaged pupils who need additional maths and English support	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3, 4

<p>Additional English sessions targeted at disadvantaged pupils who require further support. This will be delivered by a qualified teacher.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils and/or those falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 3, 4</p>
<p>Delivery of speech and language interventions as prescribed by speech therapists and other SEN interventions. These are delivered by our trained Assistant SENCO</p>	<p>There is strong evidence that suggests oral language interventions have a high impact upon reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>3, 5</p>
<p>Delivery, by trained TAs, of carefully selected small group and one – to – one interventions for those pupils falling behind.</p>	<p>The EEF SEN Guidance states that small group and one-to-one interventions can complement high quality teaching with carefully selected small-group and one-to-one interventions.</p>	<p>1, 3, 4, 5</p>

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

Budgeted cost: £24 404.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide specialist music provision for the whole school</p>	<p>The EEF Teaching and Learning Toolkit states that Arts Participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 2, 3</p>

<p>Embedding principles of good practice set out in the DfEs Improving School Attendance and but in to EWO support from the Local Authority</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Purchase Younger Minds Support to provide 1:1 pupil counselling for pupils in need of social/ emotional support</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2</p>
<p>Purchase of rewards/ incentives and class texts for pupils to maintain engagement</p>	<p>Our internal observations and conversations with pupils show that they respond really well to positive praise. Conversations have also shown that books in the family home are often scarce.</p>	<p>6, 7</p>

Total budgeted cost: £154 441.25

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.

Internal assessments at the end of 2020/2021 academic year suggest that the performance of disadvantaged pupils was lower than for all pupils in reading, writing and maths.

Internal data has shown that the support provided by the TSAs in class has not had a focused impact on just PP children. Positives have been seen for both PP and non-PP pupils.

The funding of an additional teacher to provide small group tuition is an area of spend that has a very positive impact on the children in Year 6 and enables many of them to make greater than expected progress. This is an area of spending we should continue.

There are still a few families who are reluctant to read with their children. We need to provide support to these families to help them support their children's learning. We will look at providing short video clips via Dojo demonstrating how parents can support at home.

Music provision pupil voice has identified that children really enjoy their music education and enjoy performing to their parents and the whole school. There is the need to investigate whether there are any further opportunities for children to learn how to play a musical instrument outside of normal lessons.

As a result of 1:1 pupil counselling we have seen an improvement in the attitude and behaviour of those pupils who were struggling socially and emotionally. This has in turn had a positive impact upon their academic performance.

Overall attendance in 2020/2021 (94.7% and 14% PA) was lower than the preceding year (95.3% and 6.6% PA) as a result of Covid. A number of our PA pupils are either PP or disadvantaged. Hence the focus on the current plan.

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

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback and assessment for learning. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- working towards the Carnegie Mental Health Award
- working towards the Skills Quality Mark
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.