

## Pupil premium strategy statement – Christ Church CE VC Primary

This statement details our school's use of pupil premium (and recovery premium) funding for the 2022 to 2023 academic year 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	PP (not serv): 6.83% PP (inc serv): 10.48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	March 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Sue Tudge
Pupil premium lead	Helen Rutt
Governor / Trustee lead	Henry Kilpin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,735
Recovery premium funding allocation this academic year	£3,625
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£20,119
<b>Total budget for this academic year</b>	<b>£48,479</b>

## Part A: Pupil premium strategy plan

### Statement of intent

It is our intention that all pupils, irrespective of their background or needs, fulfil the values of Christ Church; make good progress; achieve well across the curriculum and have access to wider opportunities. Indeed, as a school we want all children to learn, grow and flourish. 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.

We recognise that disadvantaged pupils may face a wide range of challenges to their learning. These may include less support from home, language and communication needs, lack of access to activities outside of school and financial challenges. We also recognise that disadvantaged pupils are more likely to have been adversely affected by the Covid19 pandemic and the resulting school closures.

However, we recognise that not all pupils eligible for the grant in our school are socially disadvantaged. In addition, we also assert that some learners face similar challenges even if they are not eligible for the PPG such as those children with a social worker; the children who have caring responsibilities; children whose families are at a financial disadvantage or those who are included in other pupil groups such as SEND. Therefore, this strategy is also intended to support these pupils' needs regardless of whether they are eligible for the PPG or not.

High-quality first teaching is at the heart of our approach as research demonstrates that this has the greatest impact on outcomes for all pupils, particularly the most disadvantaged. This is supplemented by targeted academic support to eradicate the difference in pupils' achievement. 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.

In addition to academic support, interventions may support social or emotional needs. The effectiveness of all interventions is regularly monitored and adjusted accordingly, as early intervention is paramount. Interventions may include small group work for children with similar needs, in-class interventions and one to one support or small group tutoring. Children may also benefit from social and emotional support during lunchtimes or may attend an extra-curricular club. Where there are continued concerns about a child's progress or wellbeing, staff work closely with parents/carers and other agencies (if necessary) to meet need.

Our approach is based on identifying needs using robust diagnostic assessment including summative data, alongside formative pupil assessments in conjunction with a wide range of evidence including pupil voice and observations, not assumptions about the impact of disadvantage. At Christ Church, we consider pupils as individuals and tailor our approaches according to need.

This strategy is carefully aligned with the school development plan. It is also intended to build on existing practice to ensure sustained impact.

Our Pupil Premium allocation supports training and continuous development to improve the quality of all teaching, targets support through interventions and supports whole-school strategies to improve attendance, behaviour and readiness to learn.

To ensure our strategy is effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- raise the aspirations of pupils and prepare them for the next stage in their education
- ensure all children are ready to learn and access the curriculum by supporting their needs

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- provide additional educational support to improve the progress and to raise the standards of achievement for these pupils
- provide wider opportunities for children in receipt of Pupil Premium such as school visits, residential trips and instrument tuition
- diminish the difference between the achievement of these pupils and their peers.

## Challenges

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

Challenge number	Detail of challenge
1	A proportion of disadvantaged pupils have experienced adverse childhood experiences in addition to the consequences of the pandemic which have a profound impact on their learning behaviours, wellbeing, mental health and behaviour.
2	Across the school, a lower proportion of children eligible for PPG attain ARE in reading and writing compared to their peers. Many are below aged related expectations in phonics and reading development in addition to speech and language and vocabulary development. Few children eligible for PPG achieve at greater depth in core subjects. Fewer children make expected or better progress when compared to their peers.
3	A proportion of children eligible for PPG have lower attendance than their peers.
4	Access to wider opportunities and engagement in extra-curricular activities Some children in receipt of Pupil Premium have limited life experience beyond their home and immediate community, creating a 'cultural capital' disadvantage.
5	A proportion of children eligible for PPG's families require additional support such as accessing food banks; parenting support etc.

## 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
To achieve and sustain improved wellbeing, learning behaviours and behaviour for all pupils in our school, particularly disadvantaged pupils.	<p>There is a culture that supports and nurtures children's well-being.</p> <p>Children who need specific support for their well-being are identified in a timely manner and have access to support mechanisms.</p> <p>There are few behaviour incidents recorded and those that are, are responded to effectively.</p> <p>The behaviour policy of 'Ready, Respectful, Safe' is embedded across the school.</p>

To ensure the outcomes for pupils eligible for PPG are at least in line with those of their peers at Christ Church across the curriculum and a higher proportion of this group of children work at greater depth. All children make at least expected progress from their starting points.	Children attain in line with their peers across the curriculum. The proportion of children eligible for PPG attain at greater depth is in line with their peers. All children make at least expected progress from their starting points with a high proportion making good or even better.
To ensure the attendance of children eligible for PPG and other children who are disadvantaged is in line with their peers. Also, there is no persistent absence amongst this or any other group.	Attendance for all children is 97%.
Children have access to, and experience wider opportunities available to their peers.	A higher proportion of children eligible for PPG take part in extra-curricular activities, such as after-school clubs; peripatetic music lessons and theatre trips etc.
Parents/carers have access to in-house support or tailored signposting.	The school makes effective use of the CFSW (Child and Family Support Worker) to support families who may require support accessing services and support with parenting.

#### 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: £ 13,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <ul style="list-style-type: none"> <li>Continue to develop subject curricula which inter-connected; broken down into precise knowledge; which is sequenced and progressive.</li> </ul>	<p>Quality First Teaching emphasises the importance of relationships between the classroom teacher and pupils, and encourages higher expectations through higher levels of support for all pupils. <i>'Great teaching is the most important lever schools have to improve outcomes for their pupils.'</i> (EEF)</p> <p><a href="https://www.gov.uk/government/collections/curriculum-research-reviews">https://www.gov.uk/government/collections/curriculum-research-reviews</a></p> <p><a href="https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research">https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research</a></p>	1,2,3

<ul style="list-style-type: none"> <li>Monitoring will be used to quality assure the implementation of the curriculum and quality first teaching.</li> <li>Implement a robust cycle of formative and summative assessments so teachers are clear in children's next steps.</li> <li>Develop staff feedback to support pupil progress; build on prior knowledge and address misunderstandings.</li> <li>Continue the implementation of Little Wandle in FS2/KS1 and LW Rapid Catch up in KS2.</li> <li>Embed high quality adult/child interactions in the early years (and across the school).</li> </ul>	<p>Simplicitus: The Interconnected Primary Curriculum &amp; Effective Subject Leadership</p> <p><a href="https://www.gov.uk/government/publications/education-inspection-framework">https://www.gov.uk/government/publications/education-inspection-framework</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p> <p>William &amp; Leahy's Five Formative Assessment Strategies in Action</p> <p>Teacher Feedback To Improve Pupil Learning Guidance Report</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1678880355">https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1678880355</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Impact: + 6 months</p> <p>Phonics</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Impact: +5 months</p> <p><a href="https://www.gov.uk/government/publications/choosing-aphonics-teaching-programme/list-of-phonics-teachingprogrammes">https://www.gov.uk/government/publications/choosing-aphonics-teaching-programme/list-of-phonics-teachingprogrammes</a></p> <p>Communication and language approaches</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-andlanguage-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-andlanguage-approaches</a></p> <p>Impact: +7months</p> <p><a href="https://www.nuffieldfoundation.org/project/empoweringstaff-to-enhance-oral-language-in-the-early-years">https://www.nuffieldfoundation.org/project/empoweringstaff-to-enhance-oral-language-in-the-early-years</a></p>	
<p>Mentoring and coaching</p> <ul style="list-style-type: none"> <li>Begin to</li> </ul>	<p>Teaching WalkThrus: Five-step guides to instructional coaching: Visual step-by-step guides to essential teaching techniques</p>	<p>1,2,3</p>

<p>establish a culture of instructional coaching amongst staff.</p> <p>Professional development on evidence-based approaches</p> <ul style="list-style-type: none"> <li>• Embed QFT across the curriculum</li> <li>• Continue with our partnership with the Mobius maths hub and continue to embed the NCETM progression.</li> <li>• Little Wandle training for all teaching staff.</li> </ul>	<p><a href="https://www.headteacher-update.com/best-practicearticle/instructional-coaching-what-it-is-how-it-works-andwhy-it-matters/244188/">https://www.headteacher-update.com/best-practicearticle/instructional-coaching-what-it-is-how-it-works-andwhy-it-matters/244188/</a></p> <p>The 'Five-a-day' principle <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/send/Five-a-day-poster_1.1.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/send/Five-a-day-poster_1.1.pdf</a></p> <p>Rosenshine's Principles in Action by Tom Sherrington</p> <p>Mastery learning: Quality First teaching benefits pupil engagement and subsequently outcomes. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/masterylearning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/masterylearning</a> Impact: +5 months</p> <p>Early Years and Key Stage 1 Mathematics Teaching: Evidence Review <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1mathematics-teaching">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1mathematics-teaching</a></p> <p>Good CPD results in improving teaching and learning provision and outcomes. EEF research states, 'positive effects are only observed when TAs work in structured settings with high quality support and training.' <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £24,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistant (TA) deployment and interventions</p> <ul style="list-style-type: none"> <li>• Deploy TAs so each class has access to support during core subjects to support learning and also to build relationships. TAs to be deployed to teach interventions.</li> </ul>	<p>TA Deployment <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants</a></p> <p>TA interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teachingassistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teachingassistant-interventions</a> Impact: +4 months</p>	1,2,3

<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <ul style="list-style-type: none"> <li>• Identification of possible alternative provision.</li> <li>• Use of 'Provision Mapping' to monitor, track interventions and develop one-page profiles for disadvantaged pupils.</li> </ul>	<p>The 'Five-a-day' principle  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/send/Five-a-day-poster_1.1.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/send/Five-a-day-poster_1.1.pdf</a></p> <p>Provision mapping and the SEND code of practice, Anne Massey</p>	1,2,3
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs</p> <ul style="list-style-type: none"> <li>• Work in partnership with Charlie Waller Trust to identify training and whole-school approach to children's well-being.</li> <li>• Timely identification of and support for children who may benefit ELSA.</li> <li>• Provide pastoral check-ins for some children.</li> </ul>	<p>SEL (Whole class and specialised)  <a href="https://educationendowmentfoundation.org.uk/educationevildence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevildence/teaching-learning-toolkit/social-and-emotionallearning</a>  <a href="https://educationendowmentfoundation.org.uk/educationevildence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/educationevildence/teaching-learning-toolkit/behaviour-interventions</a></p>	1,3

<p>Supporting attendance</p> <ul style="list-style-type: none"> <li>• Close monitoring of attendance.</li> <li>• Clear and timely communication with parents/carers if attendance begins to decline.</li> <li>• Support for families whose children have attendance less than expected.</li> </ul>	<p><a href="https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>1,3,5</p>
<p>Extracurricular activities including sports, outdoor activities, arts, culture and trips.</p> <ul style="list-style-type: none"> <li>• Provision of additional activities such as forest school.</li> <li>• Access to performing on a stage in a professional venue.</li> <li>• Increase access and engagement with peripatetic music.</li> <li>• Subsidised access to trips including Yr 6 residential.</li> </ul>	<p><a href="https://www.englishoutdoorcouncil.org/benefits.of.outdoor.learning.html">https://www.englishoutdoorcouncil.org/benefits.of.outdoor.learning.html</a></p> <p><a href="https://www.learningaway.org.uk/">https://www.learningaway.org.uk/</a></p>	<p>1,4,5</p>



<p>Communicating with and supporting parents.</p> <ul style="list-style-type: none"> <li>• Raise profile of CFSW (Child and Family Support Worker).</li> <li>• Training of CSFW in the ELSA programme.</li> <li>• Support for families who need additional support with parenting.</li> <li>• Support for families with young carers.</li> </ul>	<p><a href="https://carers.org/">https://carers.org/</a></p>	<p>1,3,4,5</p>
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**Total budgeted cost: £ 49,120**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This is a reflection of 2021-22 which is the second year of our current three-year Pupil Premium Strategy.

Over the course of the past year, the school has experienced some significant changes to staffing meaning there are members of staff who are new to the school or new to their role. However, as a school we have continued to focus professional development on the principles of high-quality teaching and learning using elements of the EEF's 'Five a Day' and Rosenshine's principles. There was also a focus on 'soft' launching 'Little Wandle' which is the school's chosen SSP. Both of these approaches work in conjunction with one another to improve reading and phonics scores not only for children who are disadvantaged but for all children. The implementation, application and embedding of these continued into the academic year 2022-2023. In September 2022, a permanent headteacher was appointed who will take up her role in January 2023.

During 2021-22, the school sustained its 16 class structure and ensured each class had at least one member of support staff (hours varied according to class size and the cohort demographic). The school's ELSA moved to a different job so a replacement was recruited in Spring 2022 with an additional ELSA recruited to take up role in September 2022.

Although the school had previously started to implement the Jigsaw PSHE scheme, it wasn't until 2021/22 that both teachers and children experienced a complete year of face to face lessons. Alongside personal, social and health education, Jigsaw has a focus on well-being. However, there is no empirical data to show the impact of this scheme on children's well-being. Therefore, the school sought a partnership with the Charlie Waller Trust which began in September 2022.

The school also trialled NFER reading tests to support teacher judgements in key stage 2 classes especially those without statutory tests. This has meant more information available to monitor children's progress.

The Pupil Premium Lead attended 'Pockets of Poverty' a course provided by Wiltshire LA targeted at small schools or those with a small percentage of PPG.

Over the course of the year, the school continued its partnership with the Mobius Maths Hub with a number of teachers observing 'best practice' in other schools following NCETM. The school also continued its implementation of the NCETM progression and number sense.

In line with DfE guidance, the school developed a new attendance which was implemented in September 2022.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

### Service pupil premium funding

How our service pupil premium allocation was spent last academic year
<p>The service pupil premium was used to help provide CFSW and ELSA provision in order to support SPP children whose parent(s) are deployed or those adjusting to changing circumstances.</p> <p>The SSP also enabled additional hours of support staff to be deployed in classes.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Both areas of spend have enabled the support of quality first teaching, targeted academic and pastoral support.</p>