

## 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 VC Primary
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	10%
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachael Brotherton, Headteacher
Pupil premium lead	Helen Rutt, Deputy Headteacher
Governor	Amy Laird, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47, 895
Recovery premium funding allocation this academic year	£14, 060
Pupil premium funding carried forward from previous year(s)	£20, 402
Recovery premium funding carried forward from previous year	£19, 700
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102, 570

## 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. 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 with a social worker; 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 support these pupils' needs regardless of whether they are disadvantaged 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 other agencies 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.

To ensure they are 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 are attaining 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 & vocab development. Few children eligible for PPG achieve at greater depth.
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

## 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>Children will know, understand and demonstrate Christ Church's ELLI learning behaviours.</p> <p>Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff.</p> <p>Fewer referrals to SLT for behaviour management support.</p> <p>Identified pupils are given access to pastoral support on an individual basis.</p> <p>Increased and sustained high levels of wellbeing across school which is evidenced in qualitative data- pupil voice, parental/staff questionnaires</p> <p>PSHE curriculum which supports and develops the SEMH of pupils across school</p> <p>SEMH is highly valued across the whole school community.</p> <p>Time is given to help develop children's SEMH.</p>
Across the school, a lower proportion of children eligible for PPG are attaining 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 & vocab development. Few children eligible for PPG achieve at greater depth.	<p>Pupil outcomes for children eligible for PPG are in line with their peers triangulated through work scrutiny, lesson observations, formative and summative assessment.</p> <p>Improved vocabulary development.</p> <p>Increased portion of children eligible for PPG working at greater depth.</p> <p>Children identified with a speech and language need receive timely and robust support.</p>
To achieve and sustain good attendance for our disadvantaged pupils. To reduce the percentage of disadvantaged pupils identified as persistent absentees.	Overall attendance of disadvantaged pupils above 95%.

<p>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</p>	<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment, musical and sporting experiences within and outside of the school day.</p> <p>Reduced cost of trips, music lessons and before and after school clubs</p>
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## 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: £63,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of staff, Teaching Assistant to support key children and year groups both academic and pastoral.	Teaching Assistant Interventions   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Small group tuition   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Making Best Use of Teaching Assistants   EEF ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) The provision has been effective in 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	1, 2
Development of a consistent approach to the teaching of reading and writing including staff CPD	EEF Toolkit : High Quality Teaching <a href="https://educationendowmentfoundation.org.uk/support-forschools/schoolimprovement-planning/1-highqualityteaching">https://educationendowmentfoundation.org.uk/support-forschools/schoolimprovement-planning/1-highqualityteaching</a>	2
Development of a consistent approach to the teaching of maths mastery - NCETM consultant	EEF Toolkit : High Quality Teaching <a href="https://educationendowmentfoundation.org.uk/support-forschools/schoolimprovement-planning/1-highqualityteaching">https://educationendowmentfoundation.org.uk/support-forschools/schoolimprovement-planning/1-highqualityteaching</a>	2
Purchase of NFER tests for assessment	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF	2
Implementation of feedback policy, including staff CPD	EEF Teacher Feedback to Improve Pupil Learning guidance report: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/feedback</a>	1,2
Ongoing development of SEND provision	See EEF research guidance report: Special Educational Needs in Mainstream School <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	2
Recruitment ELSA	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): <a href="http://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1,2,3

Development of role – wellbeing lead	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): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning/">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1,2,3
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language interventions	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions   EEF (educationendowmentfoundation.org.uk)	1,2
Lunch time nurture group	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</a>	1,2,3,4
Lunch time nurture group – outdoor forest school	EEF state a moderate impact for outdoor learning with gains of 3 months. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure learning/</a>	1,2,3,4
Additional phonics teaching	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2
Nessy	<a href="https://www.nessy.com/en-gb/about-us/our-expert-research">https://www.nessy.com/en-gb/about-us/our-expert-research</a>	2
Interventions run by CFSW (Child and Family Support Worker) and ELSA – nurture groups focussed on learning behaviours.	EEF Guidance on Wider strategies focusing on SEL, Wellbeing and Mental Health: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-widerstrategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-widerstrategies</a>	1,2,3,4
Small group tuition/1:1 interventions	EEF Teaching and Learning Toolkit: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2
In-class support	Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)	1,2,

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

Budgeted cost: £ 13, 070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support for children and families from CFSW (Child and Family Support Worker)	EEF Guidance on Wider strategies focusing on SEL, Wellbeing and Mental Health: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-widerstrategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-widerstrategies</a>  EEF Working with Parents to Support Learning guidance: <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents</a>	1,2,3
Development and implementation of behaviour policy inc. restorative approaches	EEF Improving Behaviour in Schools guidance report: <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/behaviour</a>	1,2,3
Emotional Literacy Support Assistant (ELSA) release time elivering groups and individual sessions	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,3,4
Enrichment opportunities including clubs (crafts etc), music lessons and educational visits	EEF arts participation evidence <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</a>  EEF state a moderate impact for outdoor learning with gains of 3 months. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a>	1,3,4
Enrichment opportunities including clubs such as forest school	EEF state a moderate impact for outdoor learning with gains of 3 months. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a>	1,3,4
Nurture groups	EEF Guidance on Wider strategies focusing on SEL, Wellbeing and Mental Health: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-widerstrategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-widerstrategies</a>	1,2,3,4

**Total budgeted cost:** £63,500 + £26,000 + £13, 070 = £102, 570

## 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.

*Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.* Improved number fluency due to implementation of Number Sense.

Further data regarding the impact of the 2020 – 2021 strategy will be added in January 2022.

### 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
Nessy	Nessy Learning
TT Rockstars	Maths Circle
Spelling Shed	Ed Shed