

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 2023 to 2024 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	431
Proportion (%) of pupil premium eligible pupils	PP (not serv): 6% PP (inc serv): 9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sue Tudge
Pupil premium lead	Helen Rutt
Governor / Trustee lead	Henry Kilpin-Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 47, 805
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£47, 805

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 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
- ensure governors monitor the impact of the school's actions by studying anonymised overview/data.

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 & vocab 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' 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 od '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	Children attain in line with their peers across the curriculum.

of this group of children work at greater depth. All children make at least expected progress from their starting points.	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: £ 2 000

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"> Continue to develop subject curricula which inter-connected; broken down into precise knowledge; which is sequenced and progressive. Monitoring will be used to quality assure the implementation of the curriculum and quality first teaching. 	<p>https://www.gov.uk/government/collections/curriculum-research-reviews</p> <p>https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research</p> <p>Simplicitus: The Interconnected Primary Curriculum & Effective Subject Leadership</p>	1,2,3

<ul style="list-style-type: none"> Implement a robust cycle of formative and summative assessments so teachers are clear in children's next steps. Develop staff feedback to support pupil progress; build on prior knowledge and address misunderstandings. Continue the implementation of Little Wandle in FS2/KS1 and LW Rapid Catch up in KS2. Embed high quality adult/child interactions in the early years (and across the school). 	<p>https://www.gov.uk/government/publications/education-inspection-framework</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p> <p>William & Leahy's Five Formative Assessment Strategies in Action</p> <p>Teacher Feedback To Improve Pupil Learning Guidance Report https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1678880355 (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) Impact: + 6 months</p> <p>Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Impact: +5 months https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p> <p>Communication and language approaches https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches Impact: +7months https://www.nuffieldfoundation.org/project/empowering-staff-to-enhance-oral-language-in-the-early-years</p>	
<p>Mentoring and coaching</p> <ul style="list-style-type: none"> Begin to establish a culture of instructional coaching amongst staff. 	<p>Teaching WalkThrus: Five-step guides to instructional coaching: Visual step-by-step guides to essential teaching techniques</p> <p>https://www.headteacher-update.com/best-practice-article/instructional-coaching-what-it-is-how-it-works-and-why-it-matters/244188/</p>	
<p>Professional development on evidence-based approaches</p> <ul style="list-style-type: none"> Embed QFT across the curriculum Continue with our partnership with the Mobius maths hub and continue to embed the NCETM progression. Little Wandle training for all teaching staff. 	<p>The 'Five-a-day' principle https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</p> <p>Rosenshine's Principles in Action by Tom Sherrington</p> <p>Mastery learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Impact: +5 months</p> <p>Early Years and Key Stage 1 Mathematics Teaching: Evidence Review https://educationendowmentfoundation.org.uk/education-</p>	<p>1,2,3</p>

<ul style="list-style-type: none"> • NPQs identified for key members of staff • Mentoring and coaching for teachers – development for Senior Leaders 	<p>evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Recruitment and retention of teaching staff - for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs) EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>NIOT mentoring and coaching - Key Takeaways.pdf</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 32 305

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistant (TA) deployment and interventions</p> <ul style="list-style-type: none"> • 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. 	<p>TA Deployment https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teaching-assistants</p> <p>TA interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 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"> • Identification of possible alternative provision. • Use of 'Provision Mapping' to monitor, track interventions and develop one-page profiles for disadvantaged pupils. 	<p>The 'Five-a-day' principle https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</p> <p>Provision mapping and the SEND code of practice, Anne Massey</p>	1,2,3

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

Budgeted cost: £13 500

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"> • Work in partnership with Charlie Waller Trust to identify training and whole-school approach to children's well-being. • Timely identification of and support for children who may benefit ELSA. • Provide pastoral check-ins for some children. • Breakfast club provided for children who may experience challenges attending school and/or arriving on time. Children may also be invited in order to provide a 'soft' start to the day. • Alternative Provision has been identified to be of benefit for supporting pupils' social, emotional and behavioural needs. 	<p>SEL (Whole class and specialised)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p><i>Evidence: EEF statement: re-publication of the evaluation of school... EEF (educationendowmentfoundation.org.uk) 2+ for KS1, 0+ for KS2 Attendance at school also improved for children in breakfast club schools, resulting in about 26 fewer half-days of absence per year for a class of 30</i></p> <p><i>Evidence: Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) 4+</i></p>	<p>1,3</p>

<p>Supporting attendance</p> <ul style="list-style-type: none"> • Close monitoring of attendance. • Clear and timely communication with parents/carers if attendance begins to decline. • Support for families whose children have attendance less than expected. • Breakfast club is provided for children who may experience challenges attending school and/or arriving on time. Children may also be invited in order to provide a 'soft' start to the day. 	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p><i>Evidence: EEF statement: re-publication of the evaluation of school... EEF (educationendowmentfoundation.org.uk) 2+ for KS1, 0+ for KS2 Attendance at school also improved for children in breakfast club schools, resulting in about 26 fewer half-days of absence per year for a class of 30</i></p>	<p>1,3,5</p>
<p>Extracurricular activities including sports, outdoor activities, arts, culture and trips.</p> <ul style="list-style-type: none"> • Provision of additional activities such as forest school. • Access to performing on a stage in a professional venue. • Increase access and engagement with peripatetic music. • Subsidised access to trips including Y6 residential. 	<p>https://www.englishoutdoorcouncil.org/benefits.of.outdoor.learning.html</p> <p>https://www.learningaway.org.uk/</p>	<p>1,4,5</p>

<p>Communicating with and supporting parents.</p> <ul style="list-style-type: none"> • Raise profile of CFSW (Child and Family Support Worker). • Training of CSFW in the ELSA programme. • Support for families who need additional support with parenting. • Support for families with young carers. 	<p>https://carers.org/</p>	<p>1,3,4,5</p>
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Total budgeted cost: £ 47, 805

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This is a reflection of the academic year 2022/23 and terms 1 and 2 for 2023/24.

The school has a new headteacher who began at the school in January 2023.

During the year 2022/23 the school maintained its 16-class structure and ensured that each year group had at least one member of support staff during core subject teaching. The number of TAs and allocated hours varied according to class size and cohort demographics.

The school now has two ELSAs who have the equivalent of 45 hours allocated to supporting children with this intervention. In addition to training the CFSW as an ELSA, one of the other practitioners has accessed training in bereavement and mental health first aid. All of the ELSAs also have pastoral check-ins as part of their roles also.

Over the course of the year, children who are PP have continued to be seen as a priority group by all members of teaching staff. This has meant that during lessons they have priority check-ins; have work marked/responded to as a priority; prioritised for AfL questioning; their attendance is monitored as a priority and are prioritised for pastoral interventions as well as academic ones.

Reports provided by the alternative provision indicate progress for the children who attend. However, due to the small proportion of children who access this provision no further details can be shared as to not identify the children and their needs.

Attendance for children who are disadvantaged is lower than that of the 'whole school' by around 2 percent.

Teaching

Activity	Successes	Development
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	<p>Work has continued to develop subject curricula which is inter-connected; broken down into precise knowledge; which is sequenced and progressive.</p> <p>Implement a robust cycle of formative and summative assessments so teachers are clear in children's next steps. <i>More formal assessment in foundation subjects is under development with tracking beginning to be captured on 'Insight' (school tracking system),</i></p> <p>Develop staff feedback to support pupil progress; build on prior knowledge and address misunderstandings.</p> <p><i>Whole-school feedback policy was developed and circulated. Also, further work has been undertaken on the</i></p>	<p>Continue work with hub schools to further develop assessment cycle with a focus on foundation subjects.</p>

	<p><i>development of flashbacks which focus on 'sticky' knowledge. Teaching staff no use a consistent icon when reviewing and revisiting these facts.</i></p> <p>Continue the implementation of Little Wandle in FS2/KS1 and LW Rapid Catch up in KS2.</p> <p>Embed high quality adult/child interactions in the early years (and across the school).</p> <p><i>A new Foundation Stage Phase Leader was appointed.</i></p>	
Mentoring and coaching	Begin to establish a culture of instructional coaching amongst staff.	DHT to undertake a course on instructional coaching in Feb 2024
Professional development on evidence-based approaches	<p>Embed QFT across the curriculum</p> <p><i>Teachers participated in and INSEt and several staff meetings focused on QFT, the EEF five-a-day and adaptive teaching.</i></p> <p>Continue with our partnership with the Mobius maths hub and continue to embed the NCETM progression.</p> <p><i>Two members of staff are working with Mobius, one teacher as a work-group leader and the other as a participant.</i></p> <p>Little Wandle training for all teaching staff.</p> <p><i>Training for little Wandle is ongoing. A recent review from the Reading Hub led to the purchase of additional resources.</i></p>	

Targeted Academic Support

Activity	Successes	Development
Teaching assistant (TA) deployment and interventions	Deploy TAs so each class has access to support during core subjects to support learning and also to build relationships.	

	<p><i>TAs deployed on needs of the class/cohort in conjunction with the number of children who are PP to ensure access to core learning.</i></p> <p>TAs to be deployed to teach interventions.</p>	
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p>	<p>Identification of possible alternative provision.</p> <p><i>Three children have accessed equine therapy.</i></p> <p>Use of 'Provision Mapping' to monitor, track interventions and develop one-page profiles for disadvantaged pupils.</p> <p><i>The designated teacher met with families whose children are SGO or PLAC. Meetings will be offered at least three times per year.</i></p>	<p>Identification of other APs to support PP.</p> <p>One-page profiles are under development.</p>

Wider Strategies

Activity	Successes	Development
<p>Supporting pupils' social, emotional and behavioural needs</p>	<p>Work in partnership with Charlie Waller Trust to identify training and whole-school approach to children's well-being.</p> <p><i>School has undertaken parent and staff surveys. All staff have attended the introductory training sessions with additional training planned for January 2024 INSET.</i></p> <p>Timely identification of and support for children who may benefit ELSA.</p> <p><i>The inclusion team has developed a more effective system for referral and allocation of children who may require ELSA. 8 children who are PP have received ELSA sessions.</i></p> <p>Provide pastoral check-ins for some children.</p> <p><i>2 children who are PP received pastoral check-ins.</i></p>	<p>Planned to implement 'zones of regulation' across the school.</p>

<p>Supporting attendance</p>	<p>Close monitoring of attendance. <i>Current attendance for PP is: 93%</i></p> <p>Clear and timely communication with parents/carers if attendance begins to decline. <i>All parents received an attendance certificate to highlight their child's current percentage. 22 letters were sent out to parents to highlight concerns in term1/2 of 2023/24.6 were to children who are PP.</i></p> <p>Support for families whose children have attendance less than expected. <i>Although breakfast club is still in its infancy. 5 children who are PP regularly attend breakfast club.</i></p>	<p>Clear identification of children who may benefit for breakfast club.</p>
<p>Extracurricular activities including sports, outdoor activities, arts, culture and trips.</p>	<p>Provision of additional activities such as forest school. <i>All children accessed at least three sessions of forest school in the previous academic year. Access to this provision is continuing this year.</i></p> <p>Access to performing on a stage in a professional venue. <i>Children were invited to perform at the Wiltshire Music Centre for the Christmas and Summer concerts.</i></p> <p>Increase access and engagement with peripatetic music. <i>Two children accessed subsidised peripatetic lessons.</i></p> <p>Subsidised access to trips including Y6 residential</p> <p><i>All children who were disadvantaged attended the Y6 residential.</i></p>	<p>Explore possibility of 'permanent' forest school area to work alongside OPAL provision. PP lead to review attendance at extra-curricular clubs and survey children to identify which clubs they would like to attend.</p> <p>School will subsidise tickets for the families of children who are PP to ensure that cost is not a barrier to parents attending.</p> <p>There is a further need to further promote access to this opportunity. Even though children who are PP will be prioritised, peripatetic teachers have waiting lists.</p> <p>EVC to develop evaluation for trips which identify the gains for pupils with a focus on children who are PP.</p>

	<p><i>Other trips and experiences took place over the course of the year, which included:</i></p> <ul style="list-style-type: none"> • <i>Year 3 swimming and library trips</i> • <i>Y6 bikeability</i> • <i>Y5 visit from an astronaut</i> • <i>Y5 space dome</i> • <i>Y1 visit from Zoolab</i> • <i>KS2 visit from a Championship referee</i> • <i>Y2 trip to Longleat</i> • <i>FS trip to Longleat</i> • <i>Y1 trip to Weston-Super-Mare</i> • <i>Y5 trip to Trowbridge museum</i> • <i>Y3 trip to We are the Curious</i> 	
<p>Communicating with and supporting parents.</p>	<p>Raise profile of CFSW (Child and Family Support Worker).</p> <p><i>The CFSW attended transition meetings for the new intake of foundation children where 6 families booked meetings.</i></p> <p>Training of CSFW in the ELSA programme.</p> <p><i>The CFSW completed training for ELSA and now has a deeper understanding of the intervention thus able to provide support more effectively by meeting/supporting the majority of parents whose children have accessed ELSA.</i></p> <p>Support for families who need additional support with parenting.</p> <p><i>The CFSW has supported 9 families with 12 children. The CFSW has supplied 40 food packages and has signposted 8 to a variety of support including parenting courses etc.</i></p> <p>Support for families with young carers.</p> <p><i>Young carers have also been monitored and prioritised for access to ELSA. However, they have not required this at the moment.</i></p>	

		<i>Survey families in order to identify young carers in order that they can be better supported.</i>
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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> <p>4 service children have accessed ELSA.</p> <p>4 service children have accessed support form CFSW</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>