



Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium and recovery 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 impact of last year's spending within our school.

School Overview

Detail	Data
School name	Christ Church Primary
Number of pupils in school (<i>excluding nursery</i>)	171 DEC 2023 123 (<i>Oct 2022 census</i>) 71 (<i>Oct 2021 census</i>)
Proportion (%) of pupil premium eligible pupils	37% DEC 2023 34% (<i>Oct 2022 census</i>) 35% (<i>Oct 2021 census</i>)
Academic year/years that our current pupil premium strategy plan covers (N.B. 3 year plans are recommended)	Sept 2021 – August 2024
Date this statement was reviewed & published	May 2024
Date on which it will be reviewed	Sept 2024
Statement authorised by	Alison Richardson (HT)
Pupil premium lead	<i>Alison Richardson</i>
Governor lead	Sue Pickles

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,565 <i>(increased from £34,625)</i>
Recovery premium funding allocation this academic year	£5,691 <i>(increased from £2,312)</i>
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£68,256

Part A: Pupil premium strategy plan

Statement of Intent

MISSION STATEMENT:

As a school community we are learning and growing together in **FAITH, HOPE & LOVE**. We want our pupils to experience **LIFE IN ALL ITS FULLNESS** and to achieve **DEEP PERSONAL GROWTH**. We support our children to **DISCOVER THEIR POTENTIAL**, go **BEYOND EXPECTATION** and to **SHINE** in all that they do.

All members of staff and the governing body have a commitment to meeting the needs of our disadvantaged pupils within a caring and nurturing environment. We want all pupils – regardless of their background or challenges they face – to make good progress and to achieve in all areas of the curriculum. The core of our whole-school approach is to support disadvantaged pupils to achieve their potential.

At the heart of our approach is high-quality teaching, with a focus on the areas that our disadvantaged pupils require most support. All children will benefit from this approach, which is evidenced to have the greatest impact on closing any academic gaps. In particular, we want all pupils to be able to read fluently - and with understanding - to enable them to access the breadth of the curriculum.

This is integral to our wider commitment for academic recovery, particularly for children worst affected by the pandemic and school closures. The actions we have outlined in this statement are intended to support pupils' needs, regardless of whether they are disadvantaged, vulnerable or neither.

We want our pupils to have self-confidence and to develop the skills they need to look after their emotional health and wellbeing. We want them to be resilient, self-motivated, enthusiastic and creative learners with the personal and social skills they need to be able to play an active and constructive role in society.

We will be responsive to shared challenges and individual needs; and seek to raise standards for all children by investing in staff and resources that will ensure every child receives the support and challenge they require to succeed.

To ensure our actions are effective, we will:

- Act early to intervene at the point a need is identified
- Ensure disadvantaged children are challenged to reach their potential

With this in mind, we will use the Pupil Premium funding to support the learning, development and engagement of children as outlined in this document.

Challenges

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

Challenge number	Detail of challenge
1	COMMUNICATION: Under-developed language skills and vocabulary gaps across all ages have been particularly noted as children returned to school after long absences from school due to the pandemic.
2	KNOWLEDGE GAPS: Progress with key skills such as phonics / reading and maths has been negatively impacted during the pandemic. This is more evident for disadvantaged children and has caused some pupils to fall further behind their age-related expectations.
3	SOCIAL & EMOTIONAL NEEDS: Changes in family circumstances (directly or indirectly caused by the pandemic) has led to unsettled or challenging home lives. We have seen an increase in the need for additional emotional support.
4	ENRICHMENT ACTIVITIES: All children – but particularly disadvantaged children - have missed opportunities to visit and experience different enrichment activities. Cultural aspects of the curriculum were not always consistently delivered during home learning and children missed hands-on learning opportunities.
5	ATTENDANCE: Historically, attendance and punctuality has been an issue for some of our families and continues to be a concern for some of our children as routines are re-established after interruptions to education. Some children / parents show signs of anxiety based school avoidance.
6	PARENTAL ENGAGEMENT: Engagement with pandemic home-learning was very low for some children and we continue to look for ways to encourage parents to read with their children, complete homework activities and attend parent evening / meetings.
<p>An additional barrier we have identified during the time-span of this strategy (2021-24) is that significant numbers of children have joined the school since we relocated (we have grown from 44 pupils in July 2021 to 175+ and still growing to date), all with different experiences of lock-down home learning and the pandemic. Moving to a new school, often as a result of relocating to a new area, can be extremely unsettling for individual children and can also impact on the cohort they join. For example, our current Y6 cohort of 26 includes only 7 children who started with us in EYFS / KS1 – all the other children have joined us in the past few years.</p>	

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** (Aug 2024), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved language skills and vocabulary	<i>Improved language and communication skills (such as improved understanding and use of subject specific vocabulary) - evidenced through observations, engagement in lessons, ongoing formative assessment and book scrutiny.</i>
Reduction / elimination of knowledge gaps in key areas (phonics, reading, maths)	<i>Improved outcomes in core subjects over strategy time-scale. Evidence of core skills being used in cross-curricular contexts. Identified gaps (e.g. reading age) are reducing. Teaching and support staff are aware of gaps and have an agreed plan of how to address this effectively.</i>
Improved social and emotional levels	<i>All staff place priority on social / emotional aspects of the curriculum and ethos. Pupils are more effective in regulating their own behaviour and have a range of strategies to manage their emotions. Pupils demonstrate resilience and other positive learning behaviours / life skills.</i>
Broad range of experiences enrich cultural capital	<i>Wide range of enrichment opportunities accessed both within school and as extra-curricular opportunities. Children have a bank of experiences to enhance their learning and opportunities to develop range of talents.</i>
Improved levels of attendance	<i>Sustained improving / high attendance over strategy duration as measured by overall attendance rate and figures for persistent absenteeism, and the difference in these figures for PP and non-PP pupils.</i>
More parental engagement / support (e.g. for learning)	<i>Staff maintain positive relationships with families. Parents feel supported and are able to reach out for guidance and help with a variety of issues, within and beyond the curriculum. Transition at all phases is individualised and positive.</i>

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: **£23,950** (35% of total PP spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality first teaching in core subjects (e.g. use of 5-a-day approach)	Preparing for Literacy EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1,2,3

<p>Maths / Lit lead time to prepare and plan for subject development</p> <p>CPD / Training for teachers and support staff</p>	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	
<p>Additional support staff due to rapid increase in pupil numbers.</p>	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
<p>Ongoing staff training and CPD:</p> <p><i>Subject Leads</i></p> <p><i>SENDCo / ECTs / TAs</i></p> <p><i>NCC / Maths & Eng Hub / Diocese</i></p> <p><i>Mentoring & coaching</i></p> <p><i>Observations / team teaching</i></p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</p> <p>Using the PP funding to improve overall teaching quality benefits all pupils and has a particularly positive effect on disadvantaged children (EEF).</p> <p>Sutton Trust Report on Teacher Development</p> <p>Microsoft Word - Teachers Impact report final.docx (suttontrust.com)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1,2,3

Targeted Academic Support

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

Budgeted cost: **£26,310** (39% of total PP spending)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated TA support, including:</p> <p><i>Pre-teach sessions</i></p> <p><i>Keep up / catch up sessions</i></p> <p><i>Classroom support</i></p> <p><i>Individualised support</i></p> <p><i>1:1 support</i></p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>Additional phonics / reading / maths support</p> <p><i>e.g. RWI / Switch On</i></p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1,2

	Small group tuition EEF (educationendowmentfoundation.org.uk)	
Speech & Language support from qualified / experienced TAs	Education Endowment Foundation EEF Oral language interventions EEF (educationendowmentfoundation.org.uk) Early language EEF (educationendowmentfoundation.org.uk)	1

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

Budgeted cost: **£18,025** (26% of total PP spending)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional and social support / groups e.g. ELSA	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,3
Improve range of activities and experiences to increase pupil cultural capital	Arts participation EEF (educationendowmentfoundation.org.uk) What is cultural capital? – Cultural Learning Alliance	4
Breakfast Club provision	The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk) Research into how attendance can impact attainment The Key for School Leaders (thekeysupport.com)	5
Promoting reading at home and home learning	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1,2

Total budgeted cost: **£68,285**

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 2022 to 2023 academic year.

Our current pupil premium strategy was written for 2021-2024.

The impact of our Pupil Premium Strategy is informed by data analysis, pupil progress meetings, intervention records, pupil voice and book-scrutiny. Unpicking our PP data is challenging due to a number of other factors at play such as SEND / medical needs, EAL, trauma / mental health and safeguarding issues.

Current Attendance to date (Sept 2023-April 2024):

93.4% Whole school / 92.1% PP pupils (93.2% once adjusted to take other factors in to account)

Attendance for 2022-23: 93.7% Whole School / 92.1% PP pupils (which reflects more complex circumstances for these families)

FS2 GLD data 2023:

Good Level of Development: Whole School 53.3% / FSM 57.1% / FSM6 50.0%

Average ELGs at expected: Whole School 13.4 / FSM 14.0 / FSM6 13.5

Expected level across all ELGs: Whole School 53.7% / FSM 57.1% / FSM6 50.0%

Phonics data:

Y1 Phonics: overall 44.8% passed the screener / 54.5% of FSM/FSM6 passed

Y2 overall: 75% passed / 85.7% of FSM/FSM6 passed

Y2 SATS data:

READING: 65% achieved age-related expectations / 57.1% FSM / 71.4% FSM6

WRITING: 40% achieved age-related expectations / 14.3% FSM / 28.6% FSM6

MATHS: 50% achieved age-related expectations / 14.3% FSM / 28.6% FSM6

Overall data (Y1-5)

READING: 64% are at least age-related expectations / 68% of PP are ARE/+

WRITING: 53% are at least age-related expectations / 49% of PP are ARE/+

MATHS: 55% are at least age-related expectations / 44% of PP are ARE/+

These results indicate that our focus on reading has had a positive impact across the school and particularly for our PP pupils. Our new strategy will need to focus on writing and particularly on maths where there is still a gap between PP and non-PP pupils.

IMPACT

COMMUNICATION: As a result of class and intervention focus on language skills and vocabulary, lesson observations and pupil voice activities indicate improving communication skills.

KNOWLEDGE GAPS: As a result of our whole-school focus on identifying and addressing gaps in pupil knowledge, planning was adapted and where possible, interventions put in place to catch-up any missing learning.

SOCIAL & EMOTIONAL NEEDS: As a result of a school priority on developing pupil wellbeing and addressing social & emotional needs, lesson drop-ins and learning walks show children are becoming more resilient and can work better together.

ENRICHMENT: As a result of our commitment to provide a broad range of experiences to enrich cultural capital, children are having access to a greater range of activities and are having new experiences. Pupil voice indicates that this is having a positive impact on wellbeing.

PARENT ENGAGEMENT: As a result of a staff commitment to embedding positive relationships with families, the majority of parents feel supported to help their child make progress in school and are recognising the importance of good attendance and regular reading at home.

Externally provided programmes

Programme	Provider
n/a	

Further information

In planning our current PP strategy, we evaluated the impact and value of previous strategies and triangulated evidence from staff, parents and pupils to identify the challenges faced by our disadvantaged pupils.

We have used the wide range of research and reports available from the Education Endowment Fund (EEF) to understand the impact of disadvantage on educational outcomes and how we can use the PP funding effectively to address these challenges. We were particularly mindful of the recent context of returning to a 'new norm' after the pandemic and the impact of partial school closures on disadvantaged pupils.

We have used the EEF implementation guidance to help develop our strategy and to support us as we identify specific pupil needs and work out which approaches are likely to work for our pupils. We will continue to use this as we implement activities and review the impact of our 3-year approach.

Our PP strategy is supplemented by additional actions not funded by our PP or recovery funding.