



Christ Church CE Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 2021 2022 | 2022 2023 |
|---|--------------------------|---------------|
| School name | Christ Church CE Primary | |
| Number of pupils in school | 197 | 204 |
| Proportion (%) of pupil premium eligible pupils | 29% 57 pupils | 28% 57 pupils |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 | |
| Date this statement was published | December 2021 | December 2022 |
| Date on which it will be reviewed | July 2022 | July 2023 |
| Statement authorised by | E Bray Headteacher | |
| Pupil premium lead | E Bray Headteacher | |
| Governor / Trustee lead | S O'Brien | N Harper |

Funding overview

| Detail | Amount 2021 2022 | 2022 2023 |
|---|------------------|-----------|
| Pupil premium funding allocation this academic year | £ 71, 285 | £73,405 |
| Recovery premium funding allocation this academic year | £ 7, 685 | £7684 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 10, 289 | £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 | £ 89, 259 | £81,089 |



Part A: Pupil premium strategy plan

Statement of intent

'Let your light shine.' Matthew 5:16

At Christ Church, we are passionate about Diversity - seeing difference in all its forms celebrated - and about Justice. We believe that all within our school community should flourish, both pupils and adults, and are committed to overcoming the barriers which prevent this. We are particularly focused on pursuing justice for those who are disadvantaged, marginalised or overlooked on the basis of their race, gender, economic background, sexual orientation or disability.

Here you will find out about the different ways in which we are proactively 'chasing down' diversity and inclusion, using research conducted by the EEF to break down shared and individual barriers to learning.

Our ultimate objectives are to remove barriers to learning created by poverty, family circumstance and background. To narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally and to ensure additional support is targeted so children can flourish and thrive.

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education, to access the full breadth of the curriculum which makes an exceptional contribution to pupils' outcomes, as they are engaged and achieve well.

Key Priorities

The Pupil Premium Grant is used to:

- Accelerate the progress of pupil premium pupils.
- Ensure achievement is at least good and increase the number of children who make better than expected progress.
- Enable pupils to look after their emotional wellbeing and to develop resilience and excellent learning behaviours through high quality mental health and nurture support.
- Ensure that all pupils have access to wider opportunities: trips, residential, first hand learning experiences and participate in enrichment activities including sport and music.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Ensure an increase in parental and community engagement.



Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Poor <i>vocabulary and early language</i> skills slow the progress in phonics, reading and writing. |
| 2 | Repeated <i>school closures</i> have led to gaps in pupil attainment in phonics, reading, writing and maths. |
| 3 | Low attendance and punctuality. Many of our disadvantaged pupils are 'persistently absent' which negatively impacts their progress. |
| 4 | Pupils who have experienced <i>neglect and trauma</i> have less well developed social, emotional and mental health skills, which can make pupils feel less resilient, unprepared for learning and less successful friendships, and may lead to disruptive behaviour. |
| 5 | In many cases there is a lack of aspiration and low self-confidence amongst our disadvantaged pupils. |
| 6 | There is a large differential in relation to parental engagement/ support with learning, with our disadvantaged families struggling the most due to low parental literacy and understanding. |
| 7 | Low income resulting in lack of access to food, uniform, IT, resources, books, clubs and life experiences has a detrimental impact upon our disadvantaged children. |

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 |
|---|---|
| Attendance and punctuality are both good. | Have good punctuality and attendance. Have equality of access to resources and extended school opportunities. Are well supported for school, by their parents. |
| Attitudes to learning are good. Pupils' social, emotional mental health skills are improved. | Have good attitudes to self and school. Are able to self-regulate and use strategies to support this. Demonstrate good learning behaviours. Have successful playtimes and friendships. |



Christ Church CE Primary Pupil Premium Strategy Statement

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| Pupils experience successful playtimes and friendships. | Children’s wellbeing is good and friendship conflict strategies are embedded. |
| Increase access to food, uniform, resources for children and their families to enhance cultural capital. | All children eligible for FSM take up offer of a free school meal, have access to full school uniform and resources needed for learning. At least 75% of PP children access a school club during the school year. 100% PP children will go on a school residential. |
| Increase support for children’s mental health and social emotional learning. Increase support for families. | There will be at least 2 mental health first aid trained staff. Qualitative data from pupil voice, family surveys and teacher observations will demonstrate high levels of well-being. All families will have access to training sessions with attendance of disadvantaged families to events being at least 80%. Theraplay approach will be embedded and assessments will identify positive impact in the support children’s wellbeing. Parents and carers will utilise trained staff to support and signpost for further guidance. |
| Improved <i>language skills</i> in EYFS and KS1. Improved <i>reading</i> progress and attainment in EYFS and KS1. | Good progress from EYFS entry point to EYFS GLD Y1 (Y2) Phonics assessment = or > National average. End of KS1 assessment = or > National average. |
| Improved <i>reading</i> progress and attainment in KS2. | End of KS2 assessment = or > National average. |
| Improved <i>writing</i> progress and attainment in KS1 and KS2. | Teacher Assessment/End of KS2 assessment = or > National average. |
| Improved <i>maths</i> progress and attainment in KS2. | End of KS2 assessment = or > National average. |

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) Executive leadership/ MAT networks/Middle leaders/WALKTHRU coaching/Support Staff

Budgeted cost: Funding from other budgets



Christ Church CE Primary Pupil Premium Strategy Statement

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| CPD Phonics - Refresher training for all teachers and support staff. | Focus on the early years and KS1 when the gap is narrowest. EEF state: early years interventions have an impact of five+ months' progress, and appear to be particularly beneficial for children from low income families. | 1, 2 |
| CPD Spelling – New teaching programme for all teachers. | Pupils are not reaching ARE due to spelling, as the skills are not transferring into their writing. Spelling by reason rather than rote is more effective and supports vocabulary development. | 1, 2 |
| Resources for reading – Phonetically plausible readers. Texts across the curriculum. | Children with more positive attitudes towards reading are more likely to read at or above the expected level for their age (Clark 2014). There is a strong association between the amount of reading for pleasure students say they do and their reading achievement (Twist 2007). Children who read for pleasure make significantly more progress in vocabulary, spelling and maths than children who read very little (Sullivan and Brown 2013). | 1, 2, 3 |
| CPD Pedagogy - Rosenshine's cognitive load theory and working memory for all teachers and support staff. Sherrington and Caviglioli WALKTHRU coaching. | EEF (on Rosenshine) stated: Having a sharp, well-defined repertoire of approaches will help ensure high expectations for all are maintained, next steps are well-informed and pupils with SEND thrive. | 2 |
| SENDCo and advisory teacher support for teachers and teaching support staff. KMAT SENDCo Network support. | Advisory support from EP, KMAT SENDCos will enable pupils with SEND to make small steps of progress and achieve their targets. | 1, 2, 4 |



Christ Church CE Primary Pupil Premium Strategy Statement

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| Additional TA support in Y3-6 ensures more pupils receive quality first teaching. | EEF: evidence that working with teaching assistants can lead to improvement in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress. | 2, 4 |
|---|---|------|

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

Budgeted cost: £ 44, 120

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| NELI in EYFS and Y1. £ 1,998 | EEF states that Nuffield Early language Intervention (NELI) boosts the language skills of four and five year olds by an additional 3 months. | 1, 2 |
| 1:1 tutoring for disadvantaged pupils. £7,684 | Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. EEF toolkit re feedback and use of support staff plus evidence from Marc Rowland. EEF focus on quality teaching for all to raise standards. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial (EEF). | 4 |
| Additional teaching for targeted groups of children to ensure QFT for all. £ 20,947 | Year 2 cohort are significantly below expected level. 30% of the class EAL/ 25% SEN/ 20% PP) Missed EYFS and Year 1-attendance very low. Additional teacher 0.5 and additional TA 0.5 to close gaps in phonics, early reading, writing and number fluency. EEF focus on quality teaching for all to raise standards. Y6 cohort are significantly below expected levels with high PP and SEND needs. Additional TA support 2.5 to close gaps in reading and writing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1 - 4 |



Christ Church CE Primary Pupil Premium Strategy Statement

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| | EEF toolkit re feedback and use of support staff plus evidence from Marc Rowland. EEF focus on quality teaching for all to raise standards. 'Unlocking talent fulfilling potential' focuses on closing the attainment gap during the early years. Marc Rowland swift and timely changes to provision as a result of evaluating current attainment alongside regularly monitoring and evaluating data. Effective use of RWI raises standards EEF toolkit- early phonics interventions and reading comprehension strategies | 1 - 4 |
| TA support overlearning and prep for success. £ 9,082 | Overlearning and prep. EEF toolkit re feedback and use of support staff plus evidence from Marc Rowland. EEF focus on quality teaching for all to raise standards 1,2,3,4 7 for success sessions. | 2 - 4 |
| Additional small group structured interventions - Early years - vocabulary and speech and language support - Targeted intervention/ small group tutoring for KS2 children. £ 5,872 | EEF toolkit- early phonics interventions and reading comprehension strategies. 'Unlocking talent fulfilling potential' focuses on closing the attainment gap during the early years. Awareness that PP are not a homogeneous group and that we need to fully understand the needs of our children as individuals to collectively best meet their needs. 2008, The National Foundation for Educational Research and the Teacher Development Agency found that 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning'. | 1 |

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

Budgeted cost: £ 36,969

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Learning mentor/ family support/lunch time learning mentor £ 34,969 | Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; | 1 - 7 |



Christ Church CE Primary Pupil Premium Strategy Statement

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| | <p>Baker, Sigmon, & Nugent, 2001) Research from 'When adults change'- Paul Dix and use of Learning Mentors to support restorative behaviour support and learning behaviours.</p> <p>Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems disorders.</p> | |
| Attendance Lead | <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001)</p> | 1-7 |
| Lunch time calm club | | |
| Parent support 1:1 | | |
| Forest School | | |
| Theraplay – social and emotional support groups for pupils. | | |
| Behaviour and behaviour for learning support and training for staff. | | |
| Wellbeing and extra-curricular clubs. | | |
| Funding for breakfast and after school clubs, trips and wider events | <p>On behalf of JFR, Connelly, Sullivan and Jerrim (2014) published a comprehensive review of educational attainment in Primary and Secondary schools in the UK. Economic, cultural and social capital had a direct impact on educational inequalities. Connelly, Sullivan and Jerrim (2014)</p> | 6, 7 |
| Funding for curriculum materials/ uniform etc | <p>Closing the disadvantage gap. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools ...should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils. Books and</p> | 6,7 |



Christ Church CE Primary Pupil Premium Strategy Statement

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| | curriculum materials to support disadvantaged pupils. | |
|--|---|--|

Total budgeted cost: £ 81,089



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes IMPACT 2021 – 2022

This year marked the end of the previous Pupil premium plan.

Closing the gaps between pupil premium pupils and all pupils

Early Language

Intervention – NELI

75% of Y1 pupils receiving NELI, made better than expected progress, tripling their centile rankings. However, due to low starting points, 25% Y1 PP pupils achieved ARE in reading, <12% than peers.

Reading Lightning Squad Impact

Y2 100% of pupils made expected progress and increased their reading age by 6 months

Y3 75% of pupils made at least expected progress, 2 pupils who made less than expected progress also have SEND.

Y4 75% of pupils made at least expected progress, with 1 pupil increasing their reading age by 12 months. Of the 2 pupils who did not make progress, both have SEND and show signs of dyslexia.

The success of the intervention was due to effective training, consistent delivery by the same adult and good attendance from pupils.

Phonics interventions

63% Y1 pupils passed the phonics screening test; 50% progress from end of the previous year.

44% PP pupils passed (4/9); of the 5 pupils who did not pass, 2 also have SEND, 1 is EAL.

KS1 SATs outcomes 60% combined ARE 20% at greater depth standard

Pupil premium pupils ***outperformed their peers*** with 80% achieving above national ARE in reading and maths and 60% in writing. 20% of PP pupils achieved the higher standard in reading, writing and maths, also above national averages.



KS2 SATS outcomes

Disadvantaged pupils achieved in line with their peers and national average with 73% reading and 73% maths; 55% PP pupils achieved ARE in writing.

Progress

PP pupils made +1.5 progress in maths and +2.1 in GPS

Reading remains a priority as part of this strategy as progress was reported at -2.1 for PP pupils and +2.7 for peers.

Absence - IDSR

- Overall absence in autumn 2020 for pupils in receipt of **free school meals** (7.9%) was in the **highest** 20% of all schools.

Absence for 2021/22

- Overall absence (7.4%) was in the **highest** 20% of all schools in 2021/22. *There is nothing to highlight for overall absence compared to schools with a similar level of deprivation in 2021/22.*
- Persistent absence (25.1%) was in the **highest** 20% of all schools in 2021/22. *There is nothing to highlight for persistent absence compared to schools with a similar level of deprivation in 2021/22.*
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Summer 2021 and autumn 2020 absence

- Overall absence in summer 2021 (6.0%) was in the **highest** 20% of all schools.
- *There is nothing to highlight for overall absence in autumn 2020.*
- Persistent absence in summer 2021 (18.2%) was in the **highest** 20% of all schools.
- *There is nothing to highlight for persistent absence in autumn 2020.*

Absence for 2018/19 and earlier

- Overall absence (6.1%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18 and 2016/17.
- Persistent absence (17.1%) was in the **highest** 20% of all schools in 2018/19 as well as in 2017/18.

High absence remains a barrier to pupils' learning. The year 2021 – 2022 saw higher than usual patterns of illness during the Winter months, with higher percentages of families taking holidays during term time, especially those from EAL communities after lockdowns.

The attendance lead worked closely with families and the EWO, monitoring trends, meeting with families and issuing letters of praise or need to improve, and penalty notices where necessary.



Christ Church CE Primary Pupil Premium Strategy Statement

Attendance

| 2021 - 2022 | All pupils | Pupil premium |
|--------------|------------|---------------|
| Whole school | 92.6% | 90% |
| Y1 | 90.8 | 90.1 |
| Y2 | 92.2 | 90.1 |
| Y3 | 95.3 | 97.1 |
| Y4 | 94.0 | 92.8 |
| Y5 | 92.6 | 92.9 |
| Y6 | 89.4 | 78.8 |

Class attendance percentages are tracked weekly with additional collective rewards issued to classes with consistently high attendance or significant improvements.

Increase in range of extra-curricular activities

New clubs offered this academic year:

Girls Football Club

"I love it because the boys aren't taking over and we get a chance." Y5 pupil

"Mr Bazell is really good at football and he makes it fun." Y5 pupil

Chess Club

"I like the challenge. Mt Grandad taught me and I'm now teaching my friends." Y6 pupil

"I beat Mrs Bray, and that was hard!" Y6 pupil

Yoga Club

"I wasn't sure if I'd like it but it's a nice way to be calm and think about calming down." Y6 pupil.

"You do really fun things together. I'm good at my breathing." Y3 pupil

Lego Club

"There are these pictures that you can follow to make brilliant models. I make different ones each week." Y4 pupil

"Mrs Gregory is really nice and she always helps me." Y3 pupil

Little Kickers

"It's fun. There's good games and you can dribble or run." Y1 pupil

"I love it when I get a goal in the net." Y1 pupil



Christ Church CE Primary Pupil Premium Strategy Statement

2020 – 2021 Summary

One offer of after school club fully funded for all pupil premium children.

English CPD for all staff - reading and writing. Reading data remains strong despite school closures.

Children loaned laptops during lockdowns and given free internet through the Vodafone scheme.

Trips, swimming and camps supported with Pupil Premium funding.

Laptops purchased to improve access to QFT on site for keyworker children during school closures.

Learning packs, food parcels and resources delivered to all disadvantaged families.

Kids club spaces for holiday club are paid for Identified disadvantaged and vulnerable children.

Small group Theraplay sessions/ calm club delivered by trained staff to support social and emotional difficulties (Theraplay training funded by Pupil Premium Grant).

Breakfast, milk and fruit available for all Pupil Premium children.

Pupil Premium champions track progress and liaise with teaching staff to ensure good progress is targeted - Pupil progress meetings target Pupil Premium outcomes.

Attendance of targeted Pupil Premium children continues to improve.

Attendance at parents' evenings of parents of Pupil Premium increased.



Christ Church CE Primary Pupil Premium Strategy Statement

Further information

The Quality Mark for supporting disadvantaged pupils was awarded through the Achievement for All programme.