

Pupil premium strategy statement – Christchurch CE Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding for the 2023-24 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	206
Proportion (%) of pupil premium eligible pupils	27% 55 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2024 Year 3 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Kerry James/ Head Teacher
Pupil premium lead	Kerry James
Governor / Trustee lead	N Harper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 73405
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£7975
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£81380

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 dis-ability.

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.*
- Ensure that all support staff have access to CPD to support pupils.*

Challenges

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

Challenge number	Detail of challenge
1	Poor vocabulary and early language skills slow the progress in phonics, reading and writing.
2	Low attendance and punctuality. Many of our disadvantaged pupils are 'persistently absent' which negatively impacts their progress.
3	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.
4	In many cases there is a lack of aspiration and low self-confidence amongst our disadvantaged pupils.
5	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 in line with or better than national average. 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. Pupils experience successful playtimes and friendships.	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. 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. The use of the school’s Mental Health Champion will identify and work with pupils and families to support mental health and wellbeing.
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)

Budgeted cost: £ 238

(Phonics training and resources funded by the Dfe English Hub)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD Phonics</i> <i>New training using the verifies scheme of phonics ULS</i></p>	<p>Ofsted: Leaders have implemented a very effective phonics programme. Children in early years and pupils in key stage 1 learn to read well. They are able to make strong links between sounds and the letters they represent. Pupils are eager to read. Staff and leaders have planned many challenging activities to enable pupils to practise their reading.</p> <p>A DfE Validated Programme From its careful design to reduce teacher workload, to its complete integration with the popular Reading Stars Phonics readers, ensuring absolute fidelity between teaching programme and reading books, Unlocking Letters and Sounds is the SSP programme you've been waiting for.</p> <p>EEF Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p>	<p>1</p>
<p><i>CPD Classroom Secrets</i> <i>Grammar for writing</i> £238</p>	<p>"The choice provided for every year group, block and step is outstanding: from fluency work to discussion problems. I can always find tasks to support, challenge, engage and inspire my learners."</p>	<p>1,5</p>
<p><i>Resources for reading – Phonetically plausible readers.</i></p> <p><i>Texts across the curriculum.</i></p>	<p>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).</p>	<p>1</p>

	Children who read for pleasure make Significantly more progress in vocabulary, spelling and maths than children who read very little (Sullivan and Brown 2013).	
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.	1,4
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.	1,4
Additional TA support in both key stages allows 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.	4
Schools Mental Health Champion Teacher and support staff training	Ensuring young people have access to good mental health support is vital. That is why we are promoting greater use of counselling in schools, improving teaching about mental health, and supporting joint working between mental health services and schools. Sam Gyimah 202	3,4

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

Budgeted cost: £ 42969

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Continued 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,
1:1 tutoring for disadvantaged pupils in Year 6 due to increased numbers of mobility in pupils £4320	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. 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
	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
Mantra Lingua resources for EAL pupils High quality resources £750	<i>"This product is easy to use. It is great for teachers with ELL students to be able to communicate about basic needs. It is a great tool for communication."</i>	1,4

	<p>Teachers Choice Award for Classrooms 2011 <i>Teachers Choice Award for Classrooms 2012</i></p> <p>To support EAL pupils in the mainstream classroom. It is designed to build expertise and capacity among classroom teachers so they can provide the best teaching and learning for EAL pupils, so reducing the need for specialist support. Classroom teachers will be provided with training in how to plan lessons with EAL pupils in mind, develop specific resources, and differentiate between pupils with different language skills. At the core of approach is a focus on academic language, and the training would support classroom teachers' use and understanding of grammar, core vocabulary, and spoken language, which are key to helping EAL pupils within a whole class context, and which are also likely to have benefits for children more broadly. (EEF)</p>	
<p>TA support overlearning and prep for success. £ 9,082</p>	<p>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.</p>	<p>3 - 4</p>
<p>Additional small group structured interventions - Early years - vocabulary and speech and language support - Targeted intervention/ small group tutoring for KS2 children. £ 5,872</p>	<p>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'.</p>	<p>1</p>

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

Budgeted cost: £ 38173

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor/ family support/lunch time learning mentor £ 36282	<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> <p>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>	1 - 7
Attendance Lead	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)	1-7
Parent support 1:1		1-7
Theraplay – social and emotional support groups for pupils.	<p>“Theraplay is a dyadic child and family therapy that has been recognized by the Association of Play Therapy as one of seven seminal psychotherapies for children. Developed over 50 years ago, and practiced around the world, Theraplay was developed for any professional working to support healthy child/caregiver attachment. Strong attachment between the child and the important adults in their life has long been believed to be the basis of lifelong good mental health as well as the mainstay of resilience in the face of adversity. Modern brain research and the field of neuroscience have shown</p>	1-7

	that attachment is the way in which children come to understand, trust and thrive in their world.” (The Theraplay Institute)	
Behaviour and behaviour for learning support and training for staff. Academy Behaviour Curriculum	Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken. GOV.UK Sept 22	1-7
Wellbeing and extra-curricular clubs. No cost as run by teachers and volunteers but money set aside if needed for a fee paying after school club.	Extra-curricular activities give pupils the chance to explore sports, music, arts and drama. These opportunities are particularly valuable for children growing up in poverty, who are less likely to be able to access them elsewhere. As well as being a source of fun and a time to socialise, before- and after-school clubs help children concentrate and improve their attainment Lea Corben July 2022 – Child poverty in action	
Funding for breakfast and after school clubs, trips and wider events	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)	6, 7
Funding for curriculum materials/ uniform etc £1891	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	6,7

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

Total budgeted cost: £ 81380

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium strategy outcomes IMPACT 2022-2023 (Year 2 of 3)

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

Closing the gaps between pupil premium pupils and all pupils

Early Language and communication

Lower than average attendance

Intervention – NELI continues to be effective and is targeted support.

17% of EYFS pupils accessed the program.

Reading Lightning Squad Impact

Although the program was reinstated for this year, it was felt that the impact was not being achieved with the cohorts and the provision so it was ended in December 2022

Alternative provision was put in place for Year 2 and 6 pupils as School Led tutoring.

Phonics interventions

63% Y1 pupils passed the phonics screening test; No data for the previous year due to Covid but down from 80% pre-pandemic levels.

38% of disadvantaged pupils passed their phonics screening check down from the previous year of 44%

67% of pupils passed the Year 2 retake, 100% of the pupils were PP.

New English Hub support program in place for September 2023 utilising Unlocking Letters and Sounds program.

School Led Tutoring:

17 pupils in Year 6 had access to after school, School Led Tutoring of which 4 were PPG/FSM pupils, 100% of the PPG pupils attained a combined scale score of <100 in Reading, writing, maths and GPS.

KS1 SATs outcomes 62% combined ARE 3% at greater depth standard - This was +7% increase on previous year – Greater Depth remained the same.

Pupil premium pupils **attained lower than their peers** with 50% achieving national ARE in reading and maths and writing. 0% of PP pupils achieved the higher standard in reading, writing and maths. In progress, the gap had been closed to -1% difference in reading, writing and maths combined.

KS2 SATS outcomes 57% combined at ARE and 7% combined at Greater Depth in line with national average.

Disadvantaged pupils under performed in line with their peers and national average with 25% achieving combined ARE.

Progress

Progress showed a difference of -25% in combined ARE progress to that of their peers and a - 4.3% in scaled score difference.

Value Added

PP/FSM pupils made: Reading -7.1 Writing -8.3 Maths -6.2 and GPS 0.70

This group will remain a top priority for the next year.

IDSR

Absence for 2022/2023

- Overall absence (7.3%) 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 (25.8%) 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.

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 some pupils' learning. The year 2022 – 2023 saw higher than usual patterns of illness during the Winter months, with higher percentages of families still taking holidays during term time, especially those from EAL communities. More work has gone into addressing this cultural difference and the importance for 100% attendance.

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.

Attendance

2022 - 2023	All pupils	Pupil premium
Whole school	93.94	90.04
Y1	91.31	83.82
Y2	91.71	86.69
Y3	93.28	91.15
Y4	95.02	94.83
Y5	94.41	92.42
Y6	90.39	91.82

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 and experiences

OPAL (Outdoor Play and Learn) has benefitted the pupils at lunchtime in social skills, of friendship, sharing and attitude. A good lunchtime promotes positive learning in the afternoon.

A range of clubs still operate from the previous year that are funded for Pupil Premium pupils including Little Kickers and Multi Sports.

Trips and experiences have been planned to enhance the pupil's cultural capital such as visiting the Sea Monster – A large eco- friendly attraction on WSM beach front. Young voices where

Peripatetic music provision was going to be subsidised for any pupil premium pupils – However the provider let the school down and didn't provide what was signed up for- Since then the agreement has been voided and alternative provision was being sought.

External providers ensure that PPG pupils have experiences that would not be available outside of school such as Natural Science Museum visit, Royal Navy and STEM, Theatre trips, Yong voices in Birmingham, Forest School and Rock Climbing, Explorer Dome, London Parliament visit, lion King , Wells Cathedral Pilgrimage trip to name a few. We ensure that the highest percentage of Pupil Premium children attend.

Sports – Pupil premium pupils are carefully considered to ensure they take part in sports events held within the academy or external in North Somerset.

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
N/A	N/A

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.