



## Pupil premium strategy statement

### Christ Church CE Primary School 2023/24 and 2024/25

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

#### School overview

Detail	Data
Number of pupils in school	229
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers	2023/24 2024/25
Date this statement was published	Initial statement Sept 23 Updated March 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Headteacher/Local Academy Committee
Pupil premium lead	Mrs S Howard
Governor / Trustee lead	Mrs K Ashworth

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,480
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>	£2,470
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£28,950

# Part A: Pupil premium strategy plan

## Statement of intent

At Christ Church, we intend that all pupils, irrespective of their background, personal challenges or ability to access learning, make good progress across the curriculum and achieve good levels of attainment. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that aim.

High quality teaching is at the heart of our approach, with a focus on the areas identified in which disadvantaged pupils require the most support. However, the application of this strategy supports the needs of all vulnerable pupils, whether they are disadvantaged or not. Quality First teaching is proven to have the greatest impact on closing the disadvantage attainment gap, implicit in the intended outcomes included below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The plans continue the legacy of strategies employed following recovery from the pandemic, including some focussed tutoring support through the National Tutoring Programme.

Our approach will be responsive to common challenges and individual needs, informed by regular diagnostic assessment, keeping the aim in mind that all pupils should have the opportunity to excel and their needs met promptly and appropriately. During termly (and more frequently if needed) Pupil Progress discussions staff must demonstrate their commitment to and detail the progress and outcomes for disadvantaged pupils, ensuring that they are challenged and their identified needs met promptly.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observation and discussions with pupils indicate that a number of disadvantaged pupils have greater difficulty with reading than their peers. Outcomes averaged from the end of last academic year indicate that for reading the age-related expectation outcomes are 50% lower for disadvantaged pupils than for other pupils, including from arrival into Reception.
2	Assessments, observations and external moderation exercises, indicate that the outcomes for age-related attainment in Writing is below that of non-disadvantaged pupils. Outcomes across cohorts indicate that last academic year outcomes are 39% lower for disadvantaged pupils.
3	Assessments and observations indicate the legacy impact of partial school closures during the pandemic continue to impact most profoundly on Writing outcomes for all children, particularly disadvantaged pupils. These findings are supported by national studies.

	The lack of opportunity to write extended pieces and the challenges faced with providing feedback during this period, has meant that pupils continue to find composition and SPAG elements difficult to combine accurately into pieces of writing.
4	Our assessments, observations and discussions with pupils and families, particularly our youngest pupils, indicate the SEMH needs of many pupils, continue to be impacted by school closures and 'lock-down' during the pandemic. SEMH needs for disadvantaged pupils have also been impacted by a lack of enrichment opportunities (from pupil voice). Currently 34% of pupils from Reception to Year 2 are identified as needing additional support to access learning due to their SEMH needs. 10% of these children are funded disadvantaged pupils or vulnerable pupils.
5	Our attendance data over the last academic year, indicates that attendance for disadvantaged pupils compares well to that of their peers. However, 21% of disadvantaged children have experienced significant trauma over the last year and this has impacted on their attendance significantly, causing them to be amongst the few persistent absentees within school.(9%)

## 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
Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024 show more than 80% of disadvantaged pupils reach the expected standard This is emulated across other year groups' summative data.
Improved writing attainment for disadvantaged pupils.	KS2 writing outcomes in 2024, show 75 % of disadvantaged pupils reach the expected standard. This is emulated across other year groups' summative data.
Improved well-being and self-regulation for all pupils, particularly disadvantaged pupils.	Sustained high levels of well-being and SEMN needs being met by 2024/25, demonstrated by <ul style="list-style-type: none"> <li>• Qualitative data from student surveys, parent surveys and teacher observations</li> <li>• Support for pupils in younger year groups to enable them to access their learning, is reduced</li> <li>• Pupils demonstrate improved ability to self-regulate and socialise, leading to less incidents recorded linked to behaviour/lack of restraint on CPOMS.</li> <li>• Disadvantaged pupils access enrichment activities regularly, across the wider curriculum</li> </ul>

To achieve and sustain improved attendance for all pupils, particularly 21% of our disadvantaged pupils	Sustained high attendance is demonstrated in 2024/25 (current 96%) The persistently absent rate for all pupils is reduced by 5% and this target is achieved for 4/19 disadvantaged pupils.
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £2,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NFER summative assessments, including access to diagnostic analysis elements	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	1,2,3
Investment with CCW staff and MAT colleagues in moderation and CPD to enhance the teaching of writing	Working with colleagues from other schools to ensure assessment of writing is accurate and collating examples to form reference selection of written samples. Roll out of revised writing journey, over a series of staff meetings, embedded and impact measured. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>	2,3
Continuing enhancement of synthetic phonics scheme and CPD for staff to deliver both T and TA	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1,2,3
Investment in Manchester Research School CPD regarding meta-cognition, to enhance staff understanding of pupil learning and how best to present	Ensure that all teaching staff access Research School CPD, delivered over a number of terms, to ensure understanding of cognitive science and how best to present learning opportunities to all pupils, to ensure that they are effective. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1,2,3,4

and revisit learning for retention		
Improve SEMH and well-being through embedding SEL approaches into routine educational practices, supported by CPD for staff and My Happy Mind resource	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	4,5

## Targeted academic support

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support staffing in cohorts to ensure capacity is available to meet the needs of all learners, especially disadvantaged- providing one-to-one reading daily for those children who have less support at home and additional phonics input.</p> <p>Provision of TA time in each class, focus on small group-led learning for shared writing, modelling and group writing, improvement of fluency in writing, allows teacher to work with group, while TA supports other pupils.</p>	<p>Small group targeted support can be effective if starting points and impact are measured, and formative assessment has been used to identify the learning needs of the children.</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	1,2,3,
<p>Engage with National Tutoring Programme to provide school-led tutoring and additional 'booster' sessions for pupils whose learning needs indicate they still have curriculum learning to 'catch-up'. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p>	1,2,3

## Wider strategies

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to purchase the My Happy Mind resources for use in all year groups, providing continuity for pupils as they move through school and developing a shared vocabulary and understanding to enable children to discuss SEMH concerns.</p> <p>Embed the recommendations for delivering SEMH learning using EEF guidance.</p> <p>Continue to use the SCARF resources to support the social development of pupils, particularly our youngest and disadvantaged children and ensure recommended strategies are in place to develop and support self-regulation.</p>	<p>Recommendations following EEF research demonstrate impact of 4mths+ when a range of strategies to teach key skills in Social and Emotional Learning, both in dedicated time, and in everyday teaching are implemented: Self-awareness: expand children's emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem solving strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	4
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Use PP funding to ensure all disadvantaged pupils have access to wider curriculum offers within school, such as educational visits and residential, learning a musical instrument, attending after school clubs, provision of transport to fixtures and additional SEMH provision offer, provision of outdoor learning/forest school to support the needs of disadvantaged and vulnerable children.</p>	<p>PP funding is set aside to ensure that the funded pupils are able to access all events to ensure they receive our full wider curriculum offer.</p>	4,5

**Total budgeted cost: £28,950**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

PP Pupils to achieve EXP in reading, writing and maths in KS1 and KS2 and the national average progress score	<p><u>KS2 outcomes for PP pupils</u>  RWM +36 comp to National  Reading -3.99  Writing -3.13  Maths +2.62  Meeting expected standard at end of KS2:  RWM 80%, R 100%, M 100%, W 80%  Achieving higher standard at KS2:  R 40%, W 20%, m 40%</p> <p>KS1 – EXP in all, writing improved from WT</p>
QFT impacts on learning of PP children	SLT monitored QFT and delivery of writing. Improving impact observed, attainment in writing improved across all cohorts
PP pupils access full breadth of curriculum offer	<p>Funding for visits in place, including for residential.  Music lessons funded for 2x PP children  Access provided to HAF and Meal vouchers through LA.  Transport provided to SEMH provision and sporting fixtures</p>
For pupils to achieve the expected national standard in PSC	50% passed, 50% good progress seen over academic year, will resit June 24
Attendance above 96% for PP children as individuals and as a group	<p>Impact on attendance for 15% of PP group identified as persistent absentees.  Close monitoring and communication with parents, support from LA Attendance Lead. Improvement monitored each term, communication with families by AHT who is Attendance Lead -January 2023 onwards.  85% of PP children average mid 90s% for attendance. School outcome 96%.</p>

### Externally provided programmes

Programme	Provider
My Happy Mind- SEMH resource	My Happy Mind
Synthetic Phonics programme	Junior Learning