



# Pupil Premium Strategy Statement 2021/22

## School overview

Metric	Data
School name	Christ Church CE Primary School
Pupils in school	241 (16 N)
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£35,520
Academic year or years covered by statement	2021/22.
Publish date	24.9.21
Review date	10.1.22
Statement authorised by	Mrs S Howard Headteacher
Pupil premium lead	Mrs S Howard Headteacher.
Governor lead	Mr A Gundry (tbc)

## Disadvantaged pupil progress scores for last academic year- data not available

Measure	Score
Reading	
Writing	
Maths	.

Measure	Score (4 pupils, 1 EHC)
Meeting expected standard at end KS2	75%
Achieving high standard at KS2	25% (M,R)

<b>Strategy Aims for Disadvantaged Pupils</b>	
<b>Measure</b>	<b>Activity</b>
Priority 1	To improve/maintain the progress of pupils in core subject areas, providing opportunities to access areas of the curriculum 'missed' due to the impact of school closures 2020/21
Priority 2	Ensure the delivery of high quality teaching across all key stages and curriculum areas- including engagement in Phonics CPD and NCETM Hub training for Mastery Maths (R-Y2)
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions and targeted academic support (EEF Teaching and Learning Toolkit)
Projected spending	£12,520

### Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Pupils to achieve EXP in reading KS2 and the national average progress score	May 22
Progress in Writing	Pupils to achieve the national average progress score in writing (OP, CM)	June 22
Progress in Mathematics	Pupils to progress to EXP end of KS2 SAT and achieve national average progress score (OP, CM)	May 22
RWM combined	Progress in reading and writing particularly improves to match maths attainment, leading to improved progress, across key stages	July 22
Phonics	For pupils to achieve the expected national standard in PSC (JG, CW)	Dec 21 June 22
Other	Attendance above 96% for PP children as individuals and as a group	Monitored termly, end point July 22

### Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	Focussed teaching and small group interventions for pupils to boost learning and confidence in phonics. Improvement of writing, using small-group and shared/guided writing activities are put in place- time

	limited, to ensure improvement to expected for PP children.
Priority 2	Embed teaching for mastery using Maths No Problem resources, CPD and additional CPD from Maths Hub to ensure quality maths and interventions are delivered to whole class and in small groups.
Barriers to learning these priorities address	Large teacher to pupil ratio, so small group focus with T or TA, 1:1 focussed interventions, SEMH needs (EEF Pupil Premium Guidance)
Projected spending	£18,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	SEMH needs supported by focussed TA support and interventions for those with well-being needs (EB, JG, OP, CW, KW, CW) due to bereavement, anxiety, involvement of Early Help workers, EAL, behaviour needs
Priority 2	Ensure pupils have full curriculum access by supporting with costs of educational visits, access to B/ASC, stationery and uniform needs
Barriers to learning these priorities address	Support from home- financial and parenting Improve attendance and readiness to learn
Projected spending	£5000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Quality of education must be maintained after disruption and restrictions on delivery of last 18 months. Formative assessment of pupils' needs must lead to decisive action	Monitoring programme of teaching and learning across school implemented by SLT, leading to CDP and support as identified- to individuals or whole staff
Targeted support	Previous interventions and skills are revisited by both TA and Ts to ensure provision of whole class and small group interventions are effective and impactful. Assessment of learning needs are ongoing and acted on promptly. Flexible use of TAs.	TAs have time to revisit previous interventions such as Catch up Literacy, before engaging with pupils. MITA principles reviewed. TAs used where needs of children are, not class-fixed. Further time invested in CPD to ensure pupils' learning needs are met with most

		appropriate intervention: phonics, Catch up Numeracy, mental health/ wellbeing/emotional
Wider strategies	Behaviour and SEMH needs of children have impact on capacity to engage with learning and make progress	1:1 support invested in if needed, CPD for staff to ensure confident and effective behaviour management. Increased support from SENCo to T, TAs and SSAs. Additional SENCo training may be required.

**Review: last year's aims and outcomes- see 2020/21 document**

<b>Aim</b>	<b>Outcome</b>