

## Christ Church Pupil Premium Strategy Statement

2022-23 (within the 2021-24 3 year plan)



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	210
Proportion (%) of pupil premium eligible pupils	12% (25 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Resources Committee
Pupil premium lead	Avis Hawkins
Governor / Trustee lead	Andy Greetham

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,625
Recovery premium funding allocation this academic year	£3,770
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£38,395

## Part A: Pupil premium strategy plan

### Statement of intent

At Christ Church Primary School, our intention is that all pupils, irrespective of their background, or the challenges they face make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including progress for those who are already high attainers.

We recognise the importance of equipping children with the necessary skills and values required to succeed both academically and socially by providing them with access to a variety of exciting opportunities and a rich and varied curriculum.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap. We have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We always aim for non-disadvantaged pupils' attainment to be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for educational recovery.

### Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and ability in core subjects.
2	Lack of capacity to support learning at home.
3	Other disadvantage adding to the barriers to learning (see Venn diagrams of need)
4	Difficulty with these children seeing themselves as excellent learners when in very high achieving classes. Need to embed academic aspiration for these children.
5	Lack of resilience to persevere with learning that they find challenging.

### 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
Raising achievement levels of PP children	We are aiming for the non EHC PP children to at least achieve expected in all core subjects. EHC children to meet their IEP targets.
Support home learning and embed good practise in completing consolidation work, reading etc.	Children to keep up with homework set and consolidation work outside the classroom that supports their overall attainment.
Raising aspiration and sense of achievement across the curriculum for these children.	Children to have a positive sense of themselves as learners and have a perceived range of elevated talents that they are motivated to improve and work on.

Provide enrichment activities Provide a happy and exciting learning	Ensure that all children take part in the whole programme of opportunities for enrichment that other children benefit from.
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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 – ensuring consistently high quality teaching in all classes

Budgeted cost: £8,000

- Training ½ days plus ½ day a week release time for subject lead £4,000
- Year course on dyslexia / dyscalculia £3,500
- Speech and Language training day £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school spelling, punctuation and grammar teaching.	Increased consistency in the teaching of these subjects and adaptations for those who need further consolidation with these areas of English	1
Learning Support assistant trained in dyslexia friendly approaches	LSA is confidently supporting the learning of all the PP children in Year 4 and leading homework club for many of these children.	1/2
Speech therapist leading vocabulary development training day for all staff.	All staff are incorporating enhanced use of subject development and vocabulary focus across the curriculum. Word of the week is embedded too.	1/3

## Targeted academic support

Budgeted cost: £32,720

- Homework subsidy £300 per child = 1,500
- Enrichment subsidy £600 per child = £1,800
- Tutoring £780 per child = £1,560
- In class additional support: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 after school tutoring for key children across whole school. Work set by class teachers..	Caroline has spent time training up a group of paid LSAs and volunteers to read regularly with children not on track to meet expected levels of attainment in reading and consolidate in class learning a few times a week.	1/5
Work closely with parent and children on home learning support. set adapted homework as needed and provide free homework club places for children who need to attend.	Children are completing the work that they have been set as the other children do and are getting into good habits in terms of homework and independent learning. Particularly important for Year 6 children.	1/2/3/4/5

Specialist in class teacher supporting literacy lessons across three classes.	The priority of providing consistent consolidation to the weekly taught reading and spelling lessons really embeds the children's learning and leads to authentic long term progress in their reading and writing ability.	1/3/4/5
Specialist in class teacher supporting maths lessons across three classes.	Allows class teacher to focus on their target children including PP. Teacher can teach at a very appropriate level to ensure deep and meaningful maths knowledge	1/4/5
1:1 music tuition for all children who are PP and show particular interest or skills.	These children enjoy the aspects of learning an instrument. The development of perseverance skills and resilience. The expectations of regular practise and the highs and lows of performing publicly both in small groups and individually.	3/4/5

## Wider strategies

Budgeted cost: £6550

Learning Support Mentoring £4,500

School Journey Subsidy £400 per child = £1,600

Uniform £450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor support weekly from a very experienced LSA	This opportunity for the children to have their own designated time with the LSA talking about their academic and social concerns really benefits the children in a variety of ways but in particular their self esteem and resilience.	1/2/3/4/5
School Journey subsidy to ensure that children experience the same extended opportunities as all other children in their classes.	Enhancement to the curriculum in the form of regular visits and outings to places of learning and culture is at the heart of what we endeavour to give our children and it is essential that all children benefit from these experiences that are used back in the classroom.	4/5
Uniform additional purchases to ensure all children are well turned out etc.	We have bought such things as shoes, coats and socks so that they can conform and feel proud to be smart and part of our school.	2/4

- **Teaching enhancement £8,000**
- **Interventions £32,720**
- **Wider Strategies £6,550**

**Total budgeted cost: £47,220**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Current attainment <b>BASED ON Summer 2022 DATA – ON TRACK IF PROGRESS IS AS EXPECTED</b> Whole school (Rec to Year 6) internal and external testing results	Whole School	PP (Rec – Year 6)
% achieving at or above expected standard in Reading	R 77% 1 88% 2 90% 3 76% 4 76% 5 75% 6 91% WS %	R 100% (1 child) 1 100% (1 child) 2 66% (3 children) 3 66% (6 children) 4 83% (6children) 5 60% (5 children) 6 100% (2children) WS %
% achieving above expected standard in Reading	R 27% 1 12% 2 27% 3 30% 4 39% 5 12% 6 30% WS %	R 0% 1 0% 2 33% 3 0% 4 16% 5 0% 6 0% WS %
% achieving at or above expected standard in Writing	R 74% 1 85% 2 76% 3 64% 4 76% 5 82% 6 82% WS %	R 100% 1 100% 2 33% 3 66% 4 67% 5 60% 6 50% WS %
% achieving above expected standard in Writing	R 33% 1 21% 2 9% 3 3% 4 6% 5 9% 6 12% WS 10%	R 0% 1 0% 2 0% 3 0% 4 0% 5 0% 6 % WS 0%
% achieving at or above expected standard in Maths	R 79% 1 94% 2 88% 3 61% 4 79% 5 78% 6 88% WS %	R 100% 1 100% 2 66% 3 <b>13%</b> 4 50% 5 50 % 6 100% WS %
% achieving above expected standard in Maths	R 24% 1 24% 2 18% 3 6% 4 % 5 27% 6 27% WS %	R 0% 1 0% 2 n/a 3 0% 4 % 5 17% 6 0% WS %

