

Pupil Premium Strategy Statement



This statement details Christ Church C of E Nursery and Primary School's use of pupil premium (and recovery premium for the 2024 to 2025 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
Number of pupils in school	222
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current strategy plan covers (3-year plans are recommended – building on from 2023-2024)	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	Annually December 2025
Statement authorised by	Governing Body
Pupil premium lead	Tracey Adams (HT)
Governor / Trustee lead	Toby Crowe

Funding overview

2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	£145,000
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0

Total budget for this academic year 2024-2025 <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>	£145,000
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Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using the pupil premium funding, Christ Church considers the:

- needs of the school
- its context
- and specific challenges we face.

Alongside this, as a research school, we have grounded our decisions in research, conducted by the Education Endowment Fund (EEF).

Some of the common barriers to learning for disadvantaged pupils, at Christ Church are:

- speech and language
- low entry data
- Special Educational Needs and Disabilities

We will ensure that all teaching staff are involved in analysing of data and identification of pupils, so that we are fully aware of strengths and weakness, across the school.

Our Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that evidence-informed, high-quality teaching is our first priority in addressing the needs of all pupils
- We believe that disadvantaged does not mean deficient, so we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Context/needs of the school

Christ Church's pupil base and school location deprivation indicator is well below average. Our FSM is above average at also at

We have a high percentage of EAL pupils, which is presently at 51%

Small pockets of persistent absence and lateness.

- Historically at Christ Church, pupils with PP have had to make gains in order to meet the national expectations.
- The transition between KS1 and 2, has historically provided a challenge for PP children, from which many children recover by the end of KS2.
- An increasing number of Pupil Premium pupils are newly arrived, with very little English.

- Boys underperform girls in KS1 and EYFS.

Challenges

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

Challenge number	Detail of challenge
1	Improve Reading and Writing Data from EYFS to Y6
2	Achievement of PP boys in KS2
3	Improve attendance rates, which is presently below school's target of 97%
4	Phonics data at end of KS1 – PP pupil performing lower than non-PP
5	Improve communication and language development for EYFS and KS1

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
1. The improve performance of pupils within reading and writing from EYFS to Y6	Improved performance in reading and writing, at end of KS2
2. Gap between PP and Non-PP boys is reduced.	Attainment gap is closed, with all pupils broadly in line with national figures
3. Increased attendance rates across all year groups	Pupils are attending school and enjoying experiences and education that is offered.
4. Increase proportion of pupils passing phonics screening test and monitor impact on reading and writing	Phonic screening outcomes are monitored and higher outcomes are achieved, linked to improved reading and writing at end of KS1.
5. Stronger outcomes for all pupils (including SEND PP) around Communication and Language Development	Quality teaching of Communication and Language through Oracy development support all pupils

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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Talk for Writing (TfW) Project (2-years)</u> Embed way of teaching writing across the school Leadership Training for TfW team Training on non-fiction Cover for teachers/leaders to engage in training/coaching and see TfW in action in training centres Support/Reviews from a TfW Consultant to support our writing journey. Focus on building story-making and story-telling in EYFS.	The guidance reports summarise the best available evidence and make clear, actionable recommendations for teachers and practitioners. The DfE has also produced non-statutory guidance (in conjunction with the NCETM) drawing on evidence-based approaches. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1,2 and 5
<u>Reading for pleasure</u> Raise profile of reading and reading agency across the school To relocate and re-furbish school library Set up library system and refresh books Librarian services Outdoor reading sheds for KS1 and KS2 RfP training for reading champion	The guidance reports summarise the best available evidence and make clear, actionable recommendations for teachers and practitioners. The DfE has also produced non-statutory guidance (in conjunction with the NCETM) drawing on evidence-based approaches. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1,2 and 5
<u>Diagnostic testing</u> Training linked to fluency interventions and diagnostic testing Internal Intervention teacher to be trained on how to administer tests and interpret the data, to identify next steps for pupils	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct in additional support through quality first-teaching and interventions. https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1	1 and 2

<u>Social and Emotional Learning</u> Emotional Literacy training for a TA: 1 to 1/group support for pupils	SEL approaches are proven to have a positive impact on pupil outcomes at school and in later life, when quality PSHE lessons, mentoring, clear routines/systems and self-regulation strategies are embedded in teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3 and 6
<u>Teaching and Learning Pedagogy</u> Support from St Matthew's Research School (CPD) to look at evidence informed practice around: • Oracy • Modelling • Explaining • Questioning • Marking and Feedback	The guidance reports summarise the best available evidence and make clear, actionable recommendations for teachers and practitioners. The DfE has also produced non-statutory guidance (in conjunction with the NCETM) drawing on evidence-based approaches.	1, 2 and 3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>In-school intervention tutor</u> Use of PT supply teacher to deliver small group and 1 to 1 tuition (including a significant proportion of disadvantaged pupils): - Reading Fluency - MTC - 1 to 1 Reading - Number Sense - Lexia	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 3, 5 and 6

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>LAMDA</u> Weekly workshops for Y1/Y2 to develop oracy, presentation and drama skills	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2,3 and 6
<u>Artist in Residence</u> Enhance teaching of art and develop skills of teachers	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	
<u>Enhanced Music Curriculum</u> Choir club teacher (weekly 45 min session) 1-to-1 sessions for some children (with a focus on PP)	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	6
<u>Trips and Visits</u> Visits linked to enhancing the curriculum, through developing Education Visits Overview alongside – Strategic Curriculum Lead/HT	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded and culturally rich education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	6

<u>Sports Clubs</u> After school sports clubs with a high proportion of disadvantaged pupils attending through School Games Organisation	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	
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Total budgeted cost: £145,000

Part B: Review of the previous academic year: 2023-2024

Outcomes for disadvantaged pupils

Aims	Outcomes
Improve performance of PP pupils within reading and writing from EYFS to Y6	PP pupils performing in-line with non-PP in Rec/Y1/Y5/Y6
The gap in performance between PP boys and their peers is reduced	The gap is reducing but girls are still outperforming the boys.
Increased attendance rates across all year groups	Attendance up in a number of year groups but not across the whole school.
Proportion of pupils passing the phonics screening test in Y1 increases	Year 1 – 86% (up 3% from previous year)
Pupil Wellbeing increased	During 2023-24 there was a programme of enrichment activities from nursery to year 6 for all children including PP children to support vocabulary and personal experiences. This year 3/4 residential trip and Y5/Y6 had an activity day at Ackers Trust. PP children were heavily subsidised by the school to enable participation.
Stronger outcomes for all pupils (including SEND PP) around communication and language development	WELCOMM intervention embedded Improved percentage of children achieving CLL in EYFS

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