

Pupil premium strategy statement – Christ Church CE Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	232 PAN
Proportion (%) of pupil premium eligible pupils	46.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	FGB
Pupil premium lead	NW
Governor / Trustee lead	TC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,652 (inc April to Aug estimate)
Recovery premium funding allocation this academic year	£13,630
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
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>	£147,282

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Barriers to future attainment

- Historically at Christ Church, pupils with PP have had to make gains in order to meet the national expectations. The pupils now in all year groups have a different prior attainment. The challenge is no longer ensuring that just the national expectation is achieved alone, but an ever higher greater depth expectation also exists.
- The transition between KS1 and 2, has historically provided a challenge for PP children, from which the 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 and catch girls up and overtake them in Y6.
- Maintaining standards with fewer staff.

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

Pupils who are not at the expected standard appear on a Vulnerable Pupil Action Plan. This means that they get targeted support that is reviewed on a termly basis within Pupil Progress Meetings.

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises the following categories:

- Staffing
- Resources

- Enrichment
- Services
- Training

Within each category, we plan a range of interventions.

Our review process

Our three-year approach allows us to dedicate more time in the planning stage and then carry out light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Disadvantaged pupils who are not yet performing at the expected standard will have a personalised intervention to accelerate their progress as detailed on a Barriers to Learning form. The progress of pupils in receipt of the Pupil Premium is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The headteacher is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the Pupil Premium Grant through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

Leaders are held accountable for pupil outcomes within school by the Full Governing Body as well as its sub committees.

- The school publishes its strategy for using the pupil premium on the school website.

Challenges

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

Challenge number	Detail of challenge
1	<i>The impact on academic progress in Reading in KS2. KS2 data from 2022 shows that there is a gap of 12% at expected standard and above in Reading between those who are disadvantaged and those who are not.</i>
2	<i>Summer 2022 suggests that the academic achievement of boys who are also Pupil Premium in English and Maths is behind that of non-pupil premium pupils, especially girls. This will be evident in KS2 in Sept 2022 in particular.</i>
3	<i>Attendance data shows that currently although the attendance of pupil premium children is higher than non PP, attendance outcomes are not yet in line with the school average of 97%. The improvement of attendance rates amongst all pupils is therefore a challenge.</i>
4	<i>Analysis of phonics screening data from 2022 shows that those who are not pupil premium performed 21% better than those who are from the disadvantaged group.</i>
5	<i>Following the Covid19 pandemic, a lack of enriching life experiences, which has led to the narrowing of vocabulary for pupils as well as their personal development.</i>
6	<i>Following the Covid19 pandemic an increased number of pupils are now on the SEND register of whom a high proportion are pupil premium. The school intends for these pupils to receive the support they need to progress rapidly. Much of the identified need is based around Communication and Language</i>

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
<i>The performance of pupil premium children in KS2 Reading increases.</i>	The gap in attainment between disadvantaged and non-disadvantaged is reduced from 2022 percentage.
<i>The gap in performance between PP boys and their peers is reduced, particularly in Key Stage 2.</i>	Assessment data will show that Pupil Premium boys will make accelerated progress so that the gap with non-disadvantaged pupils is reduced.

<i>Higher attendance rates for all pupils, including those who are deemed disadvantaged.</i>	The gap between the current attendance percentage and our school target is reduced across the school year.
<i>The proportion of pupils passing the phonics screening test in Year 1 increases.</i>	The 2023 phonics screening check shows higher outcomes for disadvantaged pupils, with a reduced gap in attainment.
<i>Pupil Premium children have a wider breadth of enriching experiences to support their vocabulary and personal development.</i>	Pupils are able to attend a wider variety of educational visits. Pupils have access to a wider breadth of extra-curricular activities. Where appropriate, visiting speakers/experts are able to attend school to enrich the curriculum.
<i>Pupils with SEND who are pupil premium continue to receive inclusive high quality teaching opportunities in whole-class situations and where necessary receive appropriate interventions to enable strong pupil progress, particularly around communication and language.</i>	SEND pupils make rapid progress from their agreed starting points and are able to access a broad and balanced curriculum as appropriate.

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: £10,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra staffing to provide classroom support and teaching in class. Supplementary staff will be recruited onto the staff team in order to provide high quality educational experiences for all. Through high quality assessment processes, children vulnerable in</i>	EEF shows small group teaching can boost progress by 4 months. TA interventions can also add a supplementary 4 months of progress. Rauch and Coe (2019) William (2016)	1, 2 and 6 1, 2 and 6

<i>terms of attainment and achievement will be identified and an intervention proposed. Staffing deployments will be modified if necessary to meet any vulnerabilities in terms of pupil progress.</i>	Making Best Use of TAs - EEF	
<i>Extra staffing capacity to allow pre and post tutoring/feedback. Staff will be able to work alongside vulnerable pupils before and after lessons to ensure that the necessary skills pupils need are both taught and retained.</i>	EEF Toolkit shows feedback can add an extra 6 months of progress.	1, 6 and 2

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

Budgeted cost: £ 120,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tuition: Introducing targeted English and Maths teaching for pupils who are below age-related expectations. This is particularly applied in Year 6 where a supplementary teacher is employed to teach booster sessions in English and Maths.</i>	EEF shows small group teaching can boost progress by 4 months. TA interventions can also add a supplementary 4 months of progress.	1, 2
<i>School Led Tutoring in Spring and Summer 2023. Two of our part time UPS teachers will be working supplementary days to give extra tuition to disadvantaged pupils in the 2022-2023 academic year.</i>	EEF shows small group teaching can boost progress by 4 months. TA interventions can also add a supplementary 4 months of progress.	1, 2, 4

<i>When required one-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using Teaching Assistants</i>	EEF research suggests that one to one tuition can add a supplementary 5 months progress.	1, 2, 4 and 5
<i>Specialist support where required such as speech and language.</i>	Children receiving specialist support where needed will enhance progress. Oral language interventions add an extra 6 months progress according to the EEF.	4, 6
<i>Continuing professional development for teaching and support staff which will allow them to meet the needs of pupils effectively in class and in interventions, especially for those who are SEND.</i>	According to the EEF toolkit, TA interventions can add 4 months more progress as can small group tuition.	1, 6

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

Budgeted cost: £15,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>English resources: the purchase of key English based resources that support our school improvement priorities.</i> <i>Maths resources: the purchase of key Maths based resources that support our school improvement priorities.</i> <i>Assessment resources: the purchase of resources that support the achievement of all pupils at the end of key stages.</i> <i>English and Maths Leads liaise with the Pupil Premium Co-ordinator and make strategic resourcing</i>	Rauch and Coe (2019) explain that teaching is the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. It is therefore essential that staff have the necessary Maths and English resources that they need to teach and deliver a highly effective curriculum.	1 and 2

<i>decisions that will support the academic achievement of all pupils, but with a particular focus on continuing to close the gap between pupil premium pupils and those who are not in receipt of the grant. Similarly the Assessment Co-ordinator will liaise with staff to purchase assessment resources that will allow teachers to deepen the learning experience for the pupils and in turn accelerate their progress further.</i>		
<i>Development of high quality experiences and cultural capital by subsidising educational visits or expert visitors in school.</i> <i>Children will attend a termly Educational Visit. Co-ordinators will arrange for high quality 'expert' visitors, especially from the local community, to come into school and work with pupils.</i>	According to the EEF toolkit, arts participation can improve progress by approximately 3 months EEF research demonstrates that enrichment activities can impact on outcomes positively.	5
<i>Readiness to learn, attendance and punctuality: breakfast club providing pupils with a breakfast before school.</i> <i>A daily free Breakfast Club will be available for pupils from 8.00 in the school hall. Here they will have a breakfast and take part in a range of constructive activities.</i>	EEF research demonstrates that enrichment activities can impact on outcomes positively. In 2016, IFS researchers in collaboration with the National Children's Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment.	3

<i>Providing vulnerable disadvantaged pupils and their families with vital early help for attendance needs via an external provider such as CSAWS</i>	EEF research shows the highly positive impact that working with parents and carers can have on pupil outcomes and attainment	3
<i>The purchase of new, and continuation of IT systems that support wider learning opportunities.</i>	Rauch and Coe (2019) explain that teaching is the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. It is therefore essential that staff have the necessary Maths and English resources that they need to teach and deliver a highly effective curriculum.	1, 2, 4

Total budgeted cost: £145,000 approx (will be reviewed when information for next financial year available)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

Nonetheless, we have identified some of the following outcomes for Pupil Premium Pupils in 2022. There are many notable successes which suggests a number of our strategies are particularly effective and to maintain our momentum in deploying them. Please see below:

- At EYFS and the end of Reception, for GLD, Pupil Premium pupils performed 29% better than those who are not in the disadvantaged group. Our Free School Meals pupils performed 24% better than similar pupils in Birmingham.
- In the Year 1 phonics screening check, non pupil premium pupils out performed those who are disadvantaged by 21%. Our Pupil Premium children performed below the Birmingham average.
- At KS1, the combined percentage for English and Maths, showed that Pupil Premium pupils outperformed non disadvantaged by just under 1%. Pupil Premium pupils also out performed pupils who were non disadvantaged in each subject individually too – Reading (12%), Writing (18%) and Maths (10%). In English, our disadvantaged pupils out performed the National 'other' non disadvantaged group.
- At the end of KS2, in Writing Pupil Premium children out performed non disadvantaged pupils by 5.5%. In Maths there was only a negligible gap

between the two groups of 0.4%. At combined, Pupil Premium children outperformed non-disadvantaged pupils by 11%. 94% of Pupil Premium children achieved the expected standard or above in GPS. When compared nationally, in Writing, our pupil premium children achieved higher than the average for those who are not disadvantaged. In Maths, our Pupil Premium children perform only marginally below the average for non-Pupil Premium. At combined Reading, Writing and Maths, there is a negligible gap between our Pupil Premium children and the national non-disadvantaged group.

- Our internal assessment tracking suggests that some large gaps in attainment still remain for pupil premium children in other year groups. Some of the cause for this lies deeply rooted in the impact of the Covid19 pandemic. In September 2023, some of these gaps will be most prominent in KS2.
- Data suggests from November 2022 that the attendance for Pupil Premium children is slightly above the average for other pupils within the school.

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

Further information (optional)

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