

Pupil premium strategy statement – Christ Church CE Primary School

This statement details our school's use of pupil 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	443 (25 Nursery)
Proportion (%) of pupil premium eligible pupils	44.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	December 24
Date on which it will be reviewed	December 25
Statement authorised by	Sean Davies
Pupil premium lead	Charlotte Hollis
Governor lead	Lee Jeavons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288,600
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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>	£288,600

Part A: Pupil premium strategy plan

Statement of intent

Christ Church CE Primary School is based in an area of high deprivation. We are planning to become part of a project called Rady, which focuses on Raising Attainment for Disadvantaged Youngsters. This is supported by Challenging Education who monitor, challenge and will become our critical friend to support the process. Due to previous training received and a shared moral obligation we have adopted the Pledge below, which has become our strategy plan.

However, at some stage, children who are not in receipt of Pupil Premium may become disadvantaged. The Covid epidemic has heavily impacted Christ Church, so whilst funding is used for Disadvantaged Children, Non Pupil Premium children will also be included in groups and activities to support them in the curriculum and to improve cultural capital.

RADY Pledge

Our school pledges to take the following steps as part of the implementation of RADY to provide an equitable approach, resulting in improved outcomes for disadvantaged youngsters:

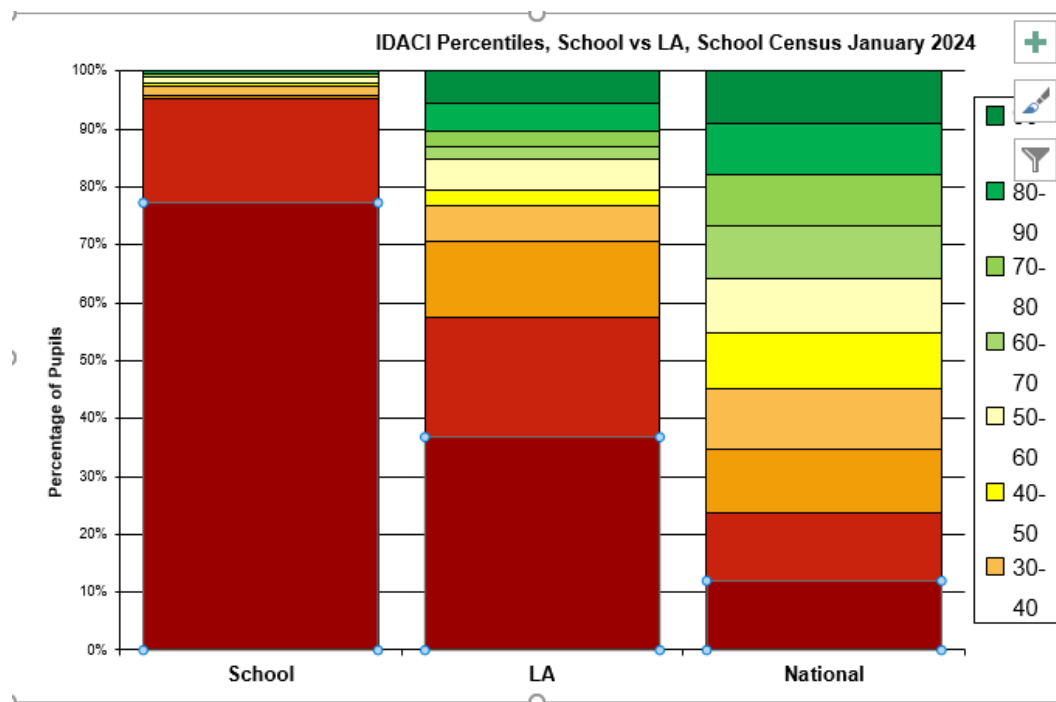
- An uplift (1) will be applied for all disadvantaged youngsters at the start of the phase of education so that, if all children reach their increased target, attainment will be equalised (2) by the end of the phase of education, and we can diagnose and address gaps in knowledge, skills and understanding at the earliest opportunity.
- RADY will form the Golden Thread (3) through the existing and future school development plans, resulting in all leaders driving RADY through their respective areas which will help to ensure that RADY becomes a sustainable approach that is embedded into the school culture.
- We will work to achieve proportional representation(4) for disadvantaged youngsters in all aspects of school life by the end of the first year of implementation so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom that will develop their skills to be successful in life
- All colleagues within the school will understand what RADY is and be able to articulate what we are doing as a school to increase the attainment of our disadvantaged youngsters.

1 Uplift is where we give back to disadvantaged youngsters what we feel they would have achieved had they not been disadvantaged, and therefore had numerous barriers to overcome

2 Equalised data means that disadvantaged youngsters attain in line with their non-disadvantaged peers

3 Golden Thread is where all priorities in the development plan are written in a way to give greater consideration to disadvantaged youngsters, rather than RADY being a separate priority on the plan

4 Proportional representation is where the proportion of disadvantaged youngsters in aspects school life (e.g. number in different groups/sets, number of questions asked in lesson, extra-curricular attendance, speaking parts in productions, school council, head boy/girl, etc.) is at least the same as the proportion of disadvantaged youngsters across the whole school.



Challenges

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

Challenge number	Detail of challenge
1	Low attendance and punctuality of some Pupil Premium children
2	Consistent quality first teaching to close the disadvantaged gap so that more Pupil Premium children achieve in line with the national expectations for both Expected and Greater Depth Standard in Reading, Writing and Maths.
3	Pupils generally enter Christ Church in Nursery or Reception with significantly lower than average speech and language which impacts on reading and writing outcomes at the end of KS1.
4	A high proportion of Pupil Premium children are also SEND pupils. SEND levels in the school are very high – well above National Averages for SEND and EHCP.
5	Access to enrichment activities, clubs and visits.

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
<p>To improve outcomes for all disadvantaged pupils, thus diminishing the attainment gap, through ‘Quality First’ teaching across the whole school, targeted instant interventions (Tickets to Success) and larger interventions.</p> <p>Pupils Premium pupils make accelerated progress in Reading, Writing and Maths, closing the gap on peers.</p> <p>Pupil Premium pupils who have the potential reach the Greater Depth Standard.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils’ attainment is in-line or above those non-disadvantaged pupils, both within school and nationally. • Disadvantaged pupils make accelerated progress across all subjects
<p>To improve attendance and punctuality for Pupil Premium children.</p> <p>Decrease to proportion of Pupil Premium children that are persistently or severely absent from school.</p> <p>Rduce proportions of pupil premium pupils that are late each day.</p>	<ul style="list-style-type: none"> • Pupil Premium Attendance at 97% • Persistent/Severely Absent pupil proportion reduced by 20%. • Lateness by Pupils Premium Pupils decreases by 50%.
<p>To improve Speech and Language Development of Pupil Premium children who enter Nursery/Reception with exceptionally low starting points through targeted use of WELLCOMM.</p>	<ul style="list-style-type: none"> • GLD is in line with National Standards • Proportion of Pupil Premium children who reach expected stands in Speech and Language is at least in line with Non Pupil Premium children.
<p>To diagnose and support pupil premium children with SEND quicker, allowing greater time for targeted intervention/Child Centred Education Plans to have impact.</p>	<ul style="list-style-type: none"> • Pupil Premium Children with SEND receive swift support via CCEP and make accelerated progress from unique starting point.
<p>To ensure the proportion of Pupil Premium children attending clubs, accessing visits is higher than that of non-Pupil Premium children</p>	<ul style="list-style-type: none"> • Pupil Premium children are guaranteed place in after school clubs. • Proportion of pupils attending is higher than Non Pupil premium children.

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: £83,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a new Phonics Strategy across the school. ELS will be a teacher led strategy, meaning all pupils will receive 'Quality First' early reading teaching.</p> <p>Budgeted Cost: £20,000 to include CPD and resources</p>	<p>+5 EEF Phonics Approaches.</p> <p>Phonics has particularly positive outcomes for disadvantaged pupils. Matched with quality first teaching.</p>	2
<p>To provide robust training, coaching and mentoring packages for all members of staff in reading/phonics, Writing and Maths ensuring consistency.</p> <p>Staff to access training provided by St Bartholomew's CE Trust, Manor Teaching School, St John Boscoe Teaching School</p> <p>Budgeted Cost: £20,000</p>	<p>Research shows that pupils make accelerated progress when taught by 'good' teachers. Education Policy Institute 2018 shares that teacher effectiveness can have an equivalent of 12 months progress for a disadvantaged pupil.</p>	2,3
<p>To continue to access Rady Project. A lead is appointed to oversee the programme and to monitor, challenge and be the voice for PP children's equity and entitlement</p> <p>Budgeted Cost: £5,000</p>	<p>Research through Challenging Education and results from Action Research in their schools.</p>	1,2,3,4,5
<p>To ensure 'Tickets to Success' are used effectively</p>	<p>The EEF 'Marking and Feedback states:</p>	2,4

<p>for Reading and Writing. (Well embedded in Maths)</p> <p>Budgeted Cost: £10,000</p>	<p>Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.</p> <p>Tickets to success provide timely intervention post feedback, to support pupils' learning and development.</p>	
<p>All TAs to be provided with 1 hour PPA time per week. To be used for planning, assessment, IEP work and specific training provided by NIAT.</p> <p>Budgeted Cost: 28,000 (inc on costs)</p>	<p>EEF state that CPD impacts on pupils outcomes positively. It also improves motivation, embeds good practice and builds knowledge.</p>	2,3,4

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

Budgeted cost: £ 84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Learning Assistants</i> across EYFS, KS1 & KS2 to target children in class, as well as in interventions. This support will be directed by Class Teachers in response to termly data tracking meetings.</p> <p>Interventions e.g. Tickets to Success, Precision Teaching, Welcomm, Group Reading, Maths Boosters, Reading Plus, Dream Box</p> <p>Budgeted Cost: £56,000</p>	<p>Close the attainment gap between the children eligible for PP and those who are not. This support needs not to be generalised support but targeted within the classroom or high quality delivery of 1:1 or small group interventions for which the LSA is trained to deliver (EEF).</p> <p>+5 EEF Oral Language Intervention +5 EEF Early Years Intervention</p>	2,3,4
<p>All teaching assistants to deliver 'Keep up not Catch up' phonics sessions.</p> <p>Budgeted Cost: £28,000</p>	<p>+4 EEF Small Group Interventions</p> <p>Pupils who require it will receive same day support that is timely and effective, ensuring pupils do not fall below peers.</p>	2,3,4

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

Budgeted cost: £121,600

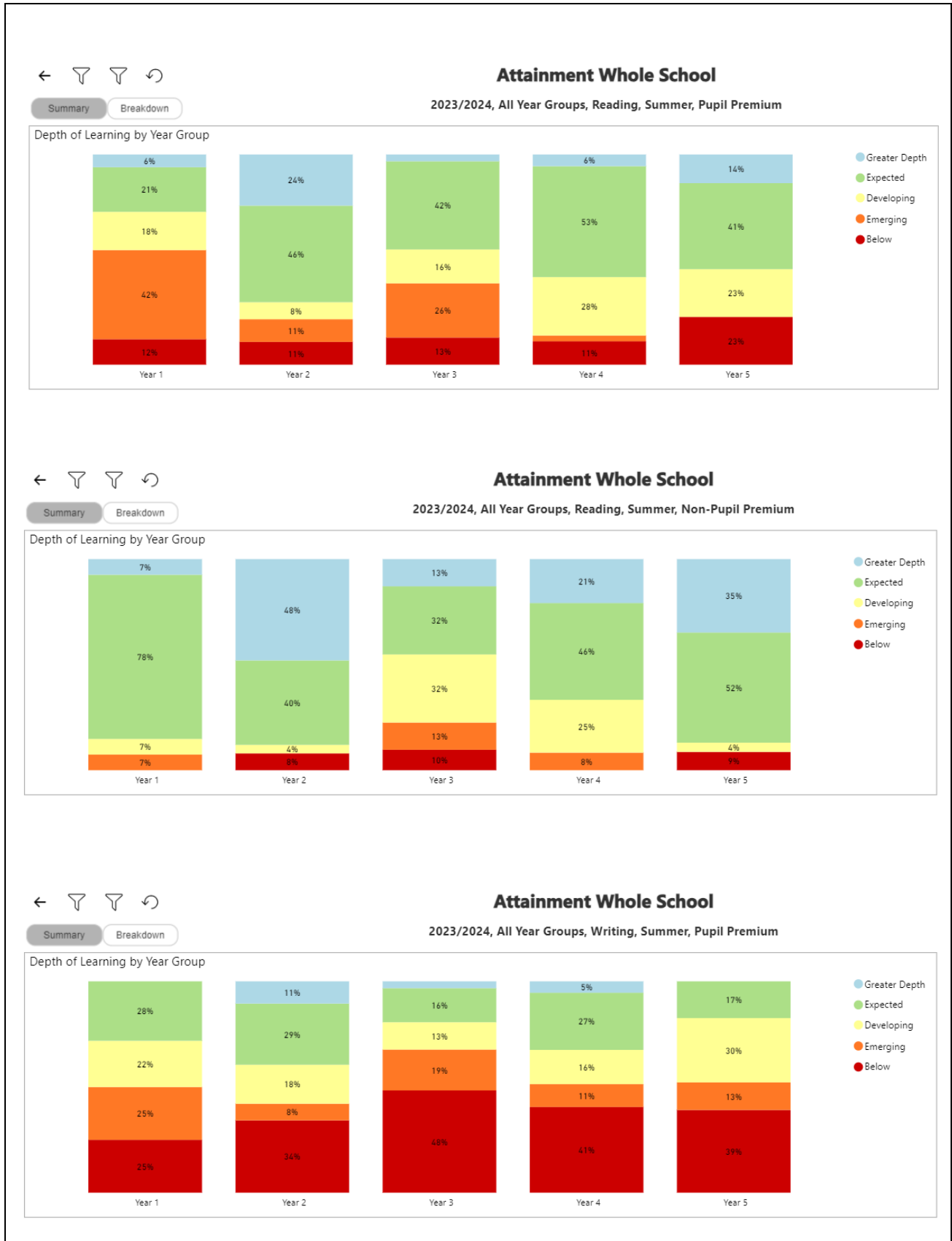
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PSA to receive training and organise group/individual intervention. Eg Drawing and Talking, Lego Therapy, Friends</p> <p>Budgeted Cost: 30,000</p>	<p>EEF research shows that this type of social emotional learning intervention 'have an identifiable and significant impact' with children making up to four months' additional progress on average.</p>	<p>2,5</p>
<p>To work in partnership with Imagine Inclusion, providing school with an assistant psychologist: working with pupils individually, small groups and supporting staff and parents.</p> <p>Play Therapist also employed to work with targeted pupils to promote readiness to learn.</p> <p>Budgeted Cost: £23,400</p>	<p>EEF - Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions</p>	<p>2,3,4</p>
<p>School will provide every child with a slice of toast/bagel on entry.</p> <p>Links to local foodbank to provide support.</p> <p>Budgeted Cost: £5,000 (Subsidised by National Breakfast Club)</p>	<p>HAF Campaign</p> <p>Public Health England's research shows that if children have a balanced diet, they show an increase in concentration and memory scales (School Food and Attainment, Review of Literature).</p> <p>Internal school knowledge and evidence from neighbouring school of how well it is working there.</p>	<p>1,2,3,4,5</p>
<p>Trips heavily subsidised</p> <p>Experience days e.g. Roman Day, Victorian Day</p> <p>Visitors into school e.g. Animal Man, Singers, Musicians etc.</p> <p>Yearly Pantomime</p> <p>Visits from Loudmouth Theatre Company every year.</p> <p>Lease for minibus to reduce transport costs.</p> <p>Budgeted Cost: £40,200</p>	<p>All pupils have access to the equipment they need and have a broad range of experiences in school, increasing the percentage of children attending extra-curricular activities (linked to RADY).</p> <p>Pupil's horizons will be broadened and they will learn more about culture, history, science and music The Sutton Trust toolkit identifies positive gains in progress for Art participants (+2), outdoor learning (+4), and sports participants as having positive effects on pupil outcomes</p>	<p>4,5</p>

<p>Quality Music lessons from Rockit Music delivering weekly lessons from Nursery to Year 6. All children learn the key board, Ukulele and steel pans. All children leave school with a Royal School of Music GCSE in Performance</p> <p>Budgeted Cost: £12, 000</p>	<p>Pupil's horizons will be broadened and they will learn more about culture, history, science and music The Sutton Trust toolkit identifies positive gains in progress for Art participants (+2)</p>	<p>5</p>
<p>All after school clubs are free to children. Participation will be monitored by RADY coordinator, with proactive inclusion of PP children</p> <p>Budgeted Cost: £5,000</p>	<p>Pupil's horizons will be broadened and they will learn more about culture, history, science and music The Sutton Trust toolkit identifies positive gains in progress for Art participants (+2), outdoor learning (+4), and sports participants as having positive effects on pupil outcomes</p>	<p>4,5</p>
<p>School appointed an EWO to do home visits beyond what the LA can do to enable children to get into school.</p> <p>Analysis of attendance data and proactive meetings with parents to support children Getting into school</p> <p>Budgeted Cost: £6,000</p>	<p>Pupil attendance is directly linked to outcomes. Improved attendance will result in accelerated progress and improved attainment.</p>	<p>1</p>

Total budgeted cost: £ 288,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils





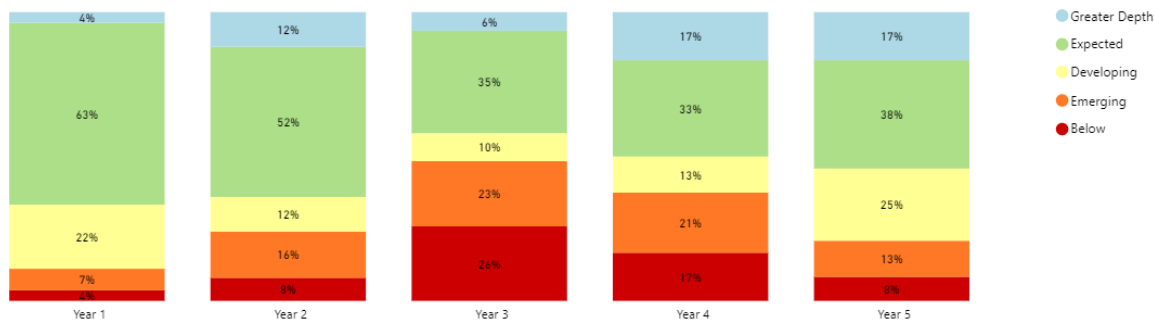
Attainment Whole School

Summary

Breakdown

2023/2024, All Year Groups, Writing, Summer, Non-Pupil Premium

Depth of Learning by Year Group



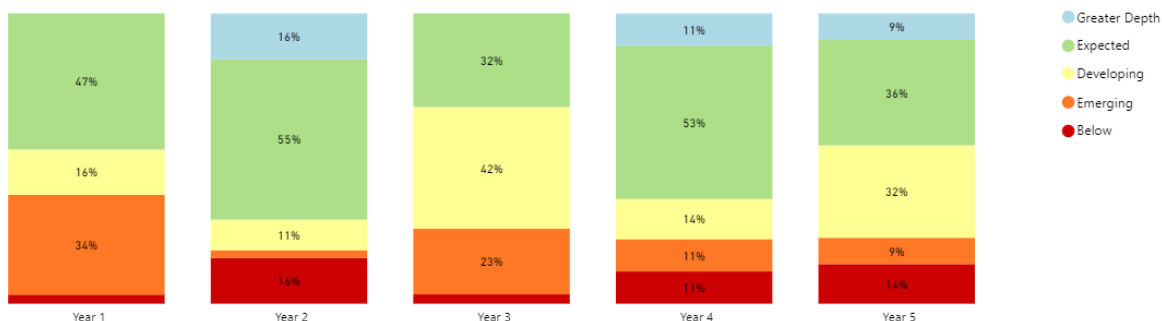
Attainment Whole School

Summary

Breakdown

2023/2024, All Year Groups, Maths, Summer, Pupil Premium

Depth of Learning by Year Group



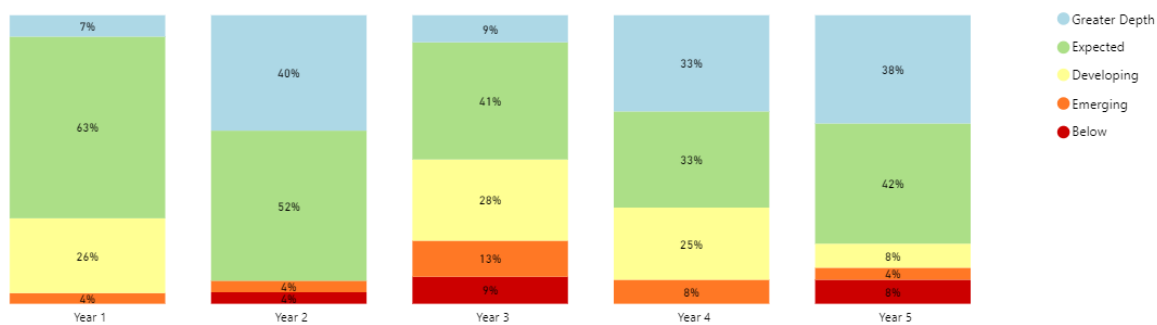
Attainment Whole School

Summary

Breakdown

2023/2024, All Year Groups, Maths, Summer, Non-Pupil Premium

Depth of Learning by Year Group



The data above, evidences that although disadvantaged outcomes have improved over time, there are still gaps between disadvantaged and non-disadvantaged pupils. It should also be notes that many of our disadvantaged pupils meet other vulnerable groups, eg SEN and White British Boys. Writing is a major concern.

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