

Christ Church CEVC Primary School pupil premium strategy statement – 2021/22 – 2024/25

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Diane Cooper, Headteacher
Pupil premium lead	Karen Baines Assistant Headteacher / SENCO
Governor / Trustee lead	Kate Ward Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,262
Recovery premium funding allocation this academic year	£4,336
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£46,598

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is for all our children to experience 'Life in all its fullness' (John 10:10). We want all children, irrespective of their background or the challenges they face, to feel good about themselves, enjoy learning and achieving and to become positive members of the community.

Overall aims of our pupil premium / recovery strategy

To reduce the attainment gap between our disadvantaged pupils and their peers

To raise the attainment of all pupils to close the gap created by COVID-19 school closures

To support the potential social and emotional impact of the COVID 19 pandemic and school closures

Identification

Program of ongoing assessment to identify and monitor gaps in learning created by the school closures so that these can be addressed through quality whole-school programs and resources, long term planning and quality first teaching.

Program of ongoing assessment to identify and monitor attainment gaps in vulnerable groups and individuals who may require targeted support.

Monitor the mental health and wellbeing of pupils to identify those children that may require increased pastoral support.

Core approaches

Whole school

The COVID 19 pandemic and school closures affected all children. Whole school approaches are vital in minimizing the potential long-term academic impact of these closures. These include ensuring all children access high quality teaching and resources, implementing a recovery curriculum for core subjects, a school-wide focus on basic skills, teacher training and CPD, review of long-term plans to ensure coverage of the National Curriculum over each key stage.

Targeted Support

Identified children may benefit from more targeted approaches. These may include pre-teaching and same day in class intervention, teacher/TA led intervention groups, small group/1-1 support to assist pupils.

Wider Support

This includes communication with pupils, parents and carers to increase attendance or engagement, provide additional group or 1:1 pastoral support around resilience or social skills. It also includes additional opportunities for wider experiences for children.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of children in receipt of pupil premium in KS2 are not reading with age appropriate fluency compared to their peers.
2	Internal assessments indicate that KS2 maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Internal assessments indicate that fewer pupils are achieving the expected standard in writing across KS1 & KS2 when compared to the data pre-Covid
4	Internal assessments indicate that, since the Covid pandemic, there is a significant gap in the attainment of KS1 EAL pupils compared to their peers, in reading, writing and maths.
5	Our observations and discussions with pupils and families have identified that social and emotional issues for many pupils have increased during the COVID pandemic.

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
Improved reading fluency at KS2 in line with non-disadvantaged peers.	KS2 reading outcomes in 2022/23 show that disadvantaged pupils meet the expected standards at least in line with national expectations.
Improved maths attainment for disadvantaged pupils in line with their non-disadvantaged peers.	KS2 maths outcomes in 2022/23 show that disadvantaged pupils meet the expected standards at least in line with national expectations.

Closing the gaps that emerged for some children during Covid in writing.	Writing outcomes across KS1 & KS2 in 2022/23 show that disadvantaged pupils meet the expected standards at least in line with national expectations.
Improved attainment for EAL pupils in line with their peers.	Outcomes in 2023/24 in reading, writing and maths show that EAL pupils meet the expected standards at least in line with national expectations.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from 2023/24: <ul style="list-style-type: none"> • Pupil voice • Parent voice • Teacher observations • Growing up in North Yorkshire Survey data

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: **£12,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in a range of aspects of teaching and learning such as challenge, engagement, assessment, differentiation, questioning and planning whilst exploring the key pedagogical concepts and principals, that draw on research and education theory.	Research tells us that high quality teaching can narrow the disadvantage gap and effective professional development plays a crucial role in improving classroom practice and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effectiveprofessional-development	1, 2, 3, 4
Sustaining a whole school approach to the teaching of reading, using a modeling and supported practice approach. This includes the purchase of resources and	There is strong evidence that teaching reading comprehension strategies through this structured approach can support all pupils but particularly those who are falling behind their peers.	1, 4

to fund ongoing teacher training and release time.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
Sustaining a whole school approach to the teaching of writing, using a modeling and supported practice approach. This includes the purchase of resources and to fund ongoing teacher training and release time.	There is strong evidence that teaching writing composition through this structured approach can support all pupils but particularly those who are falling behind their peers. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3,4

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

Budgeted cost: **£24,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4
Embed strategies identified via the whole school review of EAL provision in partnership with NYCC to enhance	Pupils with EAL are at risk of underachievement in comparison with their peers.	ALL

<ul style="list-style-type: none"> the school environment and how it celebrates diversity provision, teaching and learning policies and practice, to ensure the school/setting best meets the needs of new arrivals and EAL learners 	https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EAL_and_educational_achievement_Prof_S_Strand.pdf	
---	---	--

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

Budgeted cost: £9,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued whole staff training emotional and behavioural support (Trailblazers) developing our school ethos and improving mental health, wellbeing and behaviour across school, including the introduction of the My Happy Mind programme	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve working with families to understand and reduce the impact of the barriers to attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Financial contribution in relation to referrals to Skipton Extended Learning for All (SELFA) a charity that supports children and families experiencing vulnerabilities to build resilience, thrive and achieve.	SELFA has a continued, proven impact for referred children https://www.selfa.org.uk/wp-content/uploads/2019/02/2018-Impact-Report-Web.pdf	5
Targeted enrichment including free enrichment clubs and subsidised or free trips	The Nuffield Foundation study, Out of school activities and the education gap, found that: After school club attendance was associated with positive academic and social outcomes	ALL

	<p>for disadvantaged children in particular.</p> <p>Organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11.</p> <p>School staff, parents and pupils identified a wide range of perceived benefits from taking part in after school clubs covering academic as well as social and emotional outcomes.</p>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged 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

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our assessments during 2021/22 suggested that the performance of disadvantaged pupils in KS2 was still lower than that of their peers in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees and our disadvantaged pupils, were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of closure, which was aided by use of online resources on our virtual learning platform, DB Primary, and daily live Zoom lessons

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be impacted due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Pastoral support / 1:1 wellbeing support	Mental Health Support Team (Trailblazers)
Maths tuition	White Rose Maths – National Tutoring Programme
Social and emotional support and activities	SELFA – Skipton Extended Learning for All

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising the DFE grant trained Senior Mental Health Lead to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.