

# 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 for the 2021 to 2022 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
School name	Christ Church CEVC Primary School
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Diane Cooper Headteacher
Pupil premium lead	Diane Cooper Headteacher
Governor / Trustee lead	Kate Ward Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,660
Recovery premium funding allocation this academic year	£7,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£48,695</b>

# 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 reduce the social and emotional impact of the COVID 19 pandemic and school closures on pupil's mental health and wellbeing.

### Identification

Program of ongoing assessment to identify 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 approaches are vital in ensuring all children access high quality teaching and resources.

A school-wide focus on basic skills, teacher training and CPD, review of long-term plans to ensure closure of curriculum gaps as a result of Covid.

### 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 in the absence of our usual program of clubs, trips and visitors into school.

## 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.	<p>Sustained high levels of wellbeing demonstrated by qualitative data from 2022/23:</p> <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Parent voice</li> <li>• Teacher observations</li> <li>• Growing up in North Yorkshire Survey data</li> </ul>

## 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.

## Core approaches (for example, CPD, recruitment and retention)

Budgeted cost: **£13,325**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, 2, 3, 4
Embedding a whole school approach to the teaching of reading, 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 reading comprehension strategies through this structured approach can support all pupils but particularly those who are falling behind their peers. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1, 4
Embedding 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	3, 4
Enhancement of our maths teaching and curriculum	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in	2, 4

<p>planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time and an additional 0.3 teacher to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£28,400**

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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 4
Engaging with the National Tutoring Programme to provide maths tuition 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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Undertake a whole school review of EAL provision in partnership with NYCC to evaluate:	Pupils with EAL are at risk of underachievement in comparison with their peers.	ALL

<p>the school environment and how it celebrates diversity</p> <p>provision, teaching and learning</p> <p>policies and practice, to ensure the school/setting best meets the needs of new arrivals and EAL learners</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EAL_and_educational_achievement_Prof_S_Strand.pdf">https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EAL_and_educational_achievement_Prof_S_Strand.pdf</a></p>	
<p>FTE learning mentor and 0.3 teacher to provide 1:1 and small group tuition / intervention in reading, writing and maths for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged</p>	<p>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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4

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

Budgeted cost: £6,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training emotional and behavioural support (Trailblazers) developing our school ethos and improving mental health, wellbeing and behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve working with families to understand and reduce</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

the impact of the barriers to attendance		
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 <a href="https://www.selfa.org.uk/wp-content/uploads/2019/02/2018-Impact-Report-Web.pdf">https://www.selfa.org.uk/wp-content/uploads/2019/02/2018-Impact-Report-Web.pdf</a>	5
Targeted enrichment including free enrichment clubs and subsidised or free trips	<p>The Nuffield Foundation study, Out of school activities and the education gap, found that:</p> <p>After school club attendance was associated with positive academic and social outcomes 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>	ALL
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: £48,695**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils in KS2 was 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 2020/21 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. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they 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. In addition, we lent laptops and tablets to families who did not have access to these kinds of devices and offered school places to those that were unable to access learning online at all for any reason. Despite this, a higher than usual proportion of children in receipt of pupil premium in KS2 were not meeting age related expectations

Overall attendance in 2020/21 was lower than in the preceding year at 94.5%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 6% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, across all groups of pupils, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. 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
Primary maths mastery readiness work groups	Maths Hubs NCETM
Social and emotional support and activities	SELFA – Skipton Extended Learning for All

