

Pupil premium strategy statement 2022-2023

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should 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 for the 2022 to 2023 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 CE Primary
Number of pupils in school	139 (including nursery)
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended and will be created when 3 year budgets are confirmed)	2022-2023 2023-2024 2024-2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Governors
Pupil premium lead	Sandra Furno
Governor / Trustee lead	Linsley de la Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,145
Recovery premium funding allocation this academic year	£4,713
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£97,858

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Part A: Pupil premium strategy plan

Statement of intent

- Our vision is to shepherd each other in a safe, loving environment, whilst building a solid foundation to encourage and inspire us to reach for our own star.
- Our mission is to develop independent learners with active and creative minds whilst providing opportunities to reflect and ask some of the “big questions “of life.
- We aim to ensure that all our children make progress and achieve and barriers to learning are eradicated significantly.

Challenge

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

Challenge number	Detail of challenge
1	Previous self-isolation, covid and school closure, no preschool due to pandemic
2	Limited language skills on entry to nursery and reception,
3	English as a second language
4	English as a second language or limited English of parents
5	Vulnerable families including wellbeing, mental health and safeguarding concerns
6	Attendance

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
Pupils make accelerated progress in English and mathematics	Pupils make more than one point progress per term.
Improved oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
Accelerated progress for new international arrivals	New international arrivals make 4 -5 points progress in a year (usually 3)
Vulnerable families are supported minimising barriers to learning for pupils	Pupils make at least expected progress.
Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 8% or below. Reduce the number of visits abroad during term time. Overall PP attendance improves in line with 'other' 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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on developing oracy for the high attaining pupils in EYFS, NELI, Talk Boost	EEF - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress Recommended by LA and EYs team	1,2,3
Staff training Talk for Writing	Progress data in school	1,2,3
Staff training Better Reading Partnership	Research shows BRP as a successful approach. Monitoring of our interventions EEF - Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1,3
Maths hub training Mastery approach, CPA, bar models, mathematical fluency	Progress data in school Endorsed by the Department for Education, NCETM and OFSTED	1,3

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

Budgeted cost: £86,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme. One to one and small group tuition (TBC)	EEF - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average - 30 mins. - 3-5 to five times a week x 6-12 weeks appear to result in optimum impact	1,3
School led tutoring	EEF - Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average - 30 mins. - 3-5 to five times a week x 6-12 weeks appear to result in optimum impact	1,3
<i>Better Reading Partnership</i>	Education Endowment Foundation- There is also consistent evidence supporting reading to young children and encouraging them to	1,3

	<p>answer questions and to talk about the story with a trained adult.</p> <p>EEF - Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	
<i>NELI</i>	<p>The Reception (aged 4-5) Nuffield Early Language Intervention Programme (NELI), has been shown to improve children's oral language and early literacy skills - children made on average +3 months of additional progress.</p>	1,2,3
<i>Talk Boost</i>	<p>Recommended by EYS lead in LA.</p> <p>EEF - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress</p>	1,2
<p><i>TAs supporting English and mathematics interventions</i></p> <p><i>Phonics</i></p> <p><i>Grammar for writing</i></p>	<p>EEF - TAs support individual pupils or small groups on average show moderate positive benefits.</p> <p>EEF - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact,</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF Grammar for writing +3months</p>	1, 2, 3, 4
Single year group classes (small)	<p>EEF Reducing class size has a small positive impacts of +2 month, on average. Higher quality interactions with pupils, increased flexibility for organising learners and increased quality and quantity of feedback pupils receive.</p>	1,2,3,4,5

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral provision extended to support positive mental health and wellbeing</p> <p>Pastoral lead appointed</p> <p>Nurture room created</p> <p>School counsellor</p>	<p>EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>EEF- Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic</p>	1,2,3,4

Lead Mental Health Training (gov. funded) Behaviour interventions	performance along with a decrease in problematic behaviours.	
Part time home –school co-ordinator employed to liaise with families and offer support to parents. Support Early Help Plan (EHP) process. Support vulnerable families	EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. EEF- Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	1,5
Daily breakfast club	Children need to start the day with breakfast, the most important meal of the day. Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).	1,5
Part time home –school co-ordinator employed to liaise with families and offer support to monitor pupils and follow up quickly on absences. First day response provision initiated by admin.	We cannot improve attainment for children if children are not actually attending school. NfER (National Foundation for Education Research) briefing for school leaders identifies addressing attendance as a key step	1,5,6
Increase parental involvement in home learning, e.g. Homework guidance; New home school reading books – include notes for parents TEAMS workshops in phonics and reading English lessons for parents new to the country	Parental involvement has a positive impact on pupil progress EEF toolkit Homework has appositve impact, on average +5 months. EEF toolkit	1

Total budgeted cost: £ £97,858

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 2021 to 2022 academic year.

Y6 Cohort Results: 18 / 20

Reading: 60%

Writing: 65%

Maths: 60%

Combined R W & M: 60%

Grammar, Punctuation & Spelling: 65%

Eight children did not sit the tests; Two children were dis-applied (International Arrivals) and six children (SEND) were below the levels of the tests.

Results and analysis based on those that completed the tests.

	Cohort 14	Greater depth	Average scaled score
Reading	86% (12)		103
Writing (Teacher assessment)	93% (13)	21% (3)	/
Mathematics	86% (12)		104.3
Combined R W & M	86% (12)		/
Grammar, Punctuation & Spelling	93% (13)	21% (3)	105.9

Progress

80% converted to expected standard in reading, 87% in writing and 93% in mathematics based on their key stage one result.

YR2 National Curriculum Teacher Assessments

Cohort 20	Expected +	Higher standard/ Greater depth
Reading	70%	20%
Writing	70%	5%
Mathematics	80%	20%
Combined R W & M	70%	5%

YR1 Phonics – cohort 19 children

86% (12/14) achieved the Y1 phonic check

The **Nuffield Early Language Intervention (NELI)** was particularly effective with three children making very good progress.

Whole school data YRS1-6 Progress points

- Most children made progress in reading 85%, writing 87% and mathematics 86% despite periods of school closure.
- Many children made more than expected progress in reading 36%, writing 36% and mathematics 47%.

Technology and Educational Materials

All pupils self-isolating had access to technology and educational materials.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	Nuffield Foundation

Service pupil premium funding (optional) **N/A**

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.