

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Christ Church CE Primary School (Denshaw)
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	22% (13 FSM & 7 post-LAC children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	21/12/2023
Date on which it will be reviewed	21/12/2024
Statement authorised by	Michala Uttley Headteacher
Pupil premium lead	Michala Uttley
Governor / Trustee lead	Rebecca Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,625
Recovery premium funding allocation this academic year	£790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37,415

Part A: Pupil premium strategy plan

Statement of intent

At Christ Church Primary School, Denshaw, we are highly ambitious for our children, irrespective of their background or academic ability. All staff know what their children should achieve at the end of each year and the learning is carefully planned to meet these points. Our children with special educational needs and disabilities are also provided with a rich and stimulating curriculum which, wherever possible, matches that of their peers. We believe in offering a high quality curriculum which is adapted to meet the needs of all our children. We have high expectations and ensure that everyone has access to high quality teaching and learning. Where children have gaps in their learning, early identification is the key and we have highlighted any aspects which need to be developed through high quality teaching and additional interventions. We want all our Year 6 children to leave our school as well prepared for the next stage of their education as possible and for them to become ‘conscientious caring citizens’

We adopt a whole school approach to providing support through interventions, identified from data trends, class teacher concerns and pupil progress meeting with The Headteacher and Class teacher. We look at individual needs in receipt of Pupil Premium and target strategies to support these children as necessary.

The funding is allocated within the school budget within the financial year. This enables us to plan our interventions year on year, based on our current cohort of children. We analyse our data and use the Education Endowment Foundation research to support our expenditure.

Challenges

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

Challenge number	Detail of challenge
1	Some children are struggling to keep up with Reading and Maths in KS2 and require further support to cover gaps.
2	Some children require further support in Phonics, which is effecting their writing in KS1 and Y3. Gaps in communication and language may be also effecting comprehension.
3	Some children require further support with their mental health and wellbeing. They can struggle to communicate and/or regulate their emotions, which effects their ability to learn as effectively as others.

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
Pupil Premium children make at least expected progress from their individual starting points in all areas of the curriculum, especially in reading, writing and mathematics.	Children who are identified as needing extra support, have targeted interventions to support the gaps within their learning- these include additional phonics sessions, maths sessions and additional reading sessions Children's progress is tracked and monitored closely by the Maths and English Leads, class teacher and the Headteacher. At the end of the academic year, these children have made expected progress from their starting point
Pupil Premium children struggling to follow instructions and understand tasks will be identified and supported to access the curriculum.	All children will be screened using WELLCOMM and interventions put in place to support those identified needing support with comprehension. Interventions tracked and monitored by Pastoral Lead, class teacher and the Headteacher.
Children will feel supported with their emotions and will have a trusted, emotionally available adult for support.	All children's happiness surveys identified for support will improve from baseline to the end of year. Interventions tracked and monitored by Pastoral Lead, class teacher and the Headteacher.

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: £ 3,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Robust calendar of safeguarding training over the year and drip-fed - Teachers need to be aware of a wide range of barriers to learning that can be faced by vulnerable groups and how to support children affected by them.</p> <p>Insight tracking system used to filter data for vulnerable groups</p> <p>(£644)</p>	<p>In March 2018 the Department for Education launched a review of the support received by Children in Need - those who have involvement with children's social care – to explore the causes behind their poor educational outcomes and what works to improve them.</p> <p>Data analysis published last March showed that the average GCSE attainment of Children in Need of help and protection is nearly half that of their peers and that they often experience compounding disadvantage – with high numbers of Children in Need assessed as having Special Educational Needs (SEN) and eligible for Free School Meals.</p> <p>New analysis has shown that at least 1 in 10 state school pupils had been in need at some point between 2011-12 and 2016-17 and suggests that experiencing adversity or trauma has a lasting impact on educational outcomes, beyond the point of being in need.</p>	1, 2, 3
<p>ELSA training (£999)</p> <p>Pastoral Lead to access ESLS training to support children's EHCP targets and emotional literacy within intervention 1:1 and small group support.</p>	<p>EEF- Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p>	3

Subject leader training (£1470)	EEF- Subject leader and curriculum research and EEF Guide to Pupil Premium spending Ensuring that all teachers access opportunities within their subject areas are upskilled with the necessary knowledge to facilitate high quality teaching and support for others in school will improve pupil outcomes, including adaptive teaching techniques in the inclusive classroom.	All
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11,461

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support for targeted KS2 intervention (£5,656)	Pupil data demonstrates low Autumn baseline for some of our children- small group support will target key skills including pre-teaching in lower KS2, TAF targeted work and Y6 SATs support in reading & Maths,	1,3
Phonics small group and one to one interventions in KS1 (£5805)	EEF phonics research. All children in KS1 are receiving double phonics sessions in line with the Little Wandle Letters & Sounds revised recommendations. Children who are still not sustaining the phonics are receiving daily 1 to 1 'keep up' sessions. Parents are encouraged to support their children at home using the online parents videos	1

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

Budgeted cost: £ 19,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing support for vulnerable children (£16,730)	<p>The Metacognition and Self Regulated Learning Guidance Report from the EEF states it is important to develop self regulating learners who are resilient, confident and have strong attachments</p> <p>We know the importance of creating an environment where children are ready to learn. We have to get this right first for all our children to we can offer our children every opportunity to succeed.</p> <p>We provide a pastoral lead who works with our children to support individual needs. This ranges from behaviour support, grief or emotional support. The pastoral lead liaises with external agencies and home to provide the appropriate level of support for our children.</p> <p>We also employ a counsellor for children one morning week to work with children with significant concerns that are affecting their wellbeing.</p>	3
<p>Enabling all children to access all areas of the wider curriculum. Resources, including trips for wider life experiences that might otherwise not be possible (including Y5/6 residential) (£2125)</p> <p>WELLCOMM screening and interventions (£600)</p>	<p>Evidence from the EEF- The Guide to Pupil Premium: A tiered approach to spending.</p> <p>We want to remove all barriers to learning and ensure that all children have the same opportunities and aspirations regardless of their background.</p>	1,2,3

Total budgeted cost: £ 34,029

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our Pupil Premium pupils made progress across the year but due to the Lockdown, there are still some gaps in learning.

The child in Year 6 achieved the end of year expected level in reading, writing and maths.

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
N/A	

Service pupil premium funding (optional) N/A

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils