

Pupil premium strategy statement

Christ Church (Church of England) Junior School

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 (Church of England) Junior School.
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Blower Executive Head Teacher
Pupil premium lead	Sarah Blower
Governor / Trustee lead	Helen Morrison- Link Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,279
Recovery premium funding allocation this academic year	£7,831
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£75,080

Part A: Pupil premium strategy plan

Statement of intent

Our distinctively Christian ethos contributes to Christ Church as a centre of learning excellence inclusive to **all**. Through living out our core Christian values – respect, kindness, honesty, love, friendship and perseverance – we are a community in which all our members are respected and valued, and can flourish as human beings equally created in the image of God. As a school we provide an engaging curriculum through which **every** child’s potential may be fulfilled. Through positive encouragement and nurturing, **each child** has the opportunity to develop to the full – socially, emotionally, spiritually and academically – so as to be equipped with the life skills needed to live as a valued and valuable member of society.

We aim for all of our pupils to achieve Key Stage 2 age related expectations and for pupil premium children to achieve in line with their peers at both the expected and greater depth standards.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last three academic years indicates that attendance among the disadvantaged pupils has been 3.6% lower than whole school attendance figures. Absenteeism negatively impacts on the academic achievement of pupils. They miss the teaching of key skills and knowledge which results in gaps in knowledge, skills and understanding.
2	Our observations and discussions with pupils have identified a lack of enrichment opportunities during school closure. Access to wider learning experiences and opportunities beyond those provided by the school have been limited. This impact on pupils understanding of the world and their ability to bring that knowledge to their thinking and learning.
3	Our contact with parents indicates that some parents lack confidence and skills to support their child with their learning. This has negatively impacted on pupils engagement with live lessons, particularly when the adults present do not understand how to use the technology provided. In turn this creates gaps in knowledge and understanding of subject matter taught remotely.
4.	Our observations indicate that children who have found remote learning difficult and have remained isolated within their family unit struggle to fully engage in the class based learning due to reduced confidence to participate verbally due to a lack of confidence in their ability.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance for the 2021-2022 academic year. The overall attendance is improved and the attendance gap between pupil premium children and the cohort is narrowed.
To achieve and sustain improved well-being for all pupils in our school particularly for disadvantaged pupils.	Sustain high levels of well-being for 2021-2022 by: Providing a school counsellor to support the mental health and well-being of key individuals struggling with life events. Engaging pupils in enrichment activities, particularly those from the disadvantaged group.
To address gaps in knowledge and understanding created through school closure and remote learning.	Accelerate progress of individuals through quality first teaching, effective interventions, classroom support and additional lessons funded through the recovery curriculum or catch up funding so that they achieve in line with their peers in age related expectations in the core subjects.

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: £ Nil – Actions in this area are funded through the school budget.

Activity	Evidence that supports this approach	Challenge number(s) addressed
N/A		

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

Budgeted cost: £ 57,400 TA Support, £4568 Recovery Funded tuition= £61,968

Activity,	Evidence that supports this approach	Challenge number(s) addressed
In partnership with School Led Tuition funding - provide blocks of 15 hours tuition to identified pupils whose education has been most impacted by the pandemic. Priority will be given to disadvantaged pupils when determining groups.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3,4
In class support including pre teaching, precision teaching and interventions are used to support children within the classroom to access the learning and 'keep up' with their peers.	<p>Teaching Assistants who receive clear instructions and guidance from the class teacher regarding the learning outcomes and the intention of the task are well placed to provide additional support that positively impacts on pupil progress and attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=use%20of%20support%20staff.</p>	3,4

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

Budgeted cost: £ 3,000 enrichment activities, £620 Attendance, £9,500 School Counsellor = £13,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a range of additional activities to enrich the pupil's experiences. They are then able to draw on these experiences within their work and when making future choices.	Cultural capital refers to the social and cultural knowledge that can help a student make progress. In education, cultural capital should be woven through the whole curriculum, giving context and reference points to topics that allow students to build schema. (<i>Pierre Bourdieu 1970</i>)	2
Education Welfare Officer employed to liaise with parents and complete home visits where absenteeism is persistent. To work with the school and the EWO to improve attendance of	<p>'Short term outcomes/ impact: Behaviour change of the student (increased attendance at school/reduced absenteeism).</p> <p>Long term outcomes/ impact: Improved attainment,</p>	1

children with attendance below 95%.	Improved social, behavioural and youth justice outcomes.' <i>Education Endowment Foundation</i>	
To provide emotional support to pupils who have struggled with learning during periods of school closure through the use of quality PSHE lessons and the use of the school counsellor to provide support to the most vulnerable.	Public Health -The link between pupil health and wellbeing and attainment https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf	4

Total budgeted cost: £ 75,088

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 Pupil Premium Strategy 2020/2021

- We provided additional classroom support in the form of Teaching Assistants who supported children both within daily lessons and in providing quality interventions to address their individual needs.*
- We planned to develop an attendance incentive scheme however school closures and COVID restrictions meant that this was not possible. We did however provide devices, work packs and a comprehensive remote learning package to all of our children.*
- Quality first teaching for all pupils was provided as standard classroom practice but additional Recovery Tuition/ Catch Up sessions were also provided throughout the year to address gaps in pupil's knowledge and skills created by school closure. We provided 1:1 tuition for looked after children and used the Initial Language Assessment to support our children with English as a second language.*
- Our wider strategies were more difficult to deliver in a COVID year due to the reduction in clubs and out of hours activities that were postponed due to bubble groupings and social distancing. We were unable to run parent workshops in school but did provide detailed guides to help parents access the remote learning with their child.*

The impact of our actions resulted in:

- The gap in attendance between the pupil premium children and the cohort reducing to 3.6% in 2020/2021 from 3.96% in 2019/2020.*
- The strategy was very effective in supporting pupils eligible for funding in the last academic year as a high percentage made expected progress or better - 87% in reading, 93% in writing and 91% in maths.*

• *The pupil premium children attainment and progress 2020/2021:*

Year 3

	Number of Pupil Premium pupils	Number of PP with SEND	Number of PP reaching expected standard	Number of PP reaching a high standard	Of the PP reaching the expected standard, number who made at least expected progress	Of the PP <i>not</i> reaching the expected standard, number who made at least expected progress	Total number of PP making at least expected progress from their starting points
reading	10 (2)	2	7 (+2)	2	8	0	7/8
writing	10 (2)	2	5	0	5	3	8/8
mathematics	10 (2)	2	4	1	4	4	8/8

(2) No start point data

Year 4

	Number of Pupil Premium pupils	Number of PP with SEND	Number of PP reaching expected standard	Number of PP reaching a high standard	Of the PP reaching the expected standard, number who made at least expected progress	Of the PP <i>not</i> reaching the expected standard, number who made at least expected progress	Total number of PP making at least expected progress from their starting points
reading	12 (1)	2	6 (+1)	0	6	3	9/11
writing	12 (1)	2	6 (+1)	1	6	5	11/11
mathematics	12 (1)	2	6 (+1)	1	5	4	9/11

(1)1 no start point data

Year 5

	Number of Pupil Premium pupils	Number of PP with SEND	Number of PP reaching expected standard	Number of PP reaching a high standard	Of the PP reaching the expected standard, number who made at least expected progress	Of the PP <i>not</i> reaching the expected standard, number who made at least expected progress	Total number of PP making at least expected progress from their starting points
reading	17	3	8	0	8	7	15/17
writing	17	3	9	1	9	6	15/17
mathematics	17	3	8	1	8	8	16/17

Year 6

	Number of Pupil Premium pupils	Number of PP with SEND	Number of PP reaching expected standard	Number of PP reaching a high standard	Of the PP reaching the expected standard, number who made at least expected progress	Of the PP <i>not</i> reaching the expected standard, number who made at least expected progress	Total number of PP making at least expected progress from their starting points
reading	14(4)	2	11	2	9	1	9/10
writing	14(4)	2	9	1	8	1	9/10
mathematics	14(4)	2	6	2	4	5	9/10

(4) with no start point data