

# Pupil premium strategy statement



Christ Church  
Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the 2024-2025 academic year. This is year 1 of our 3-year strategy.

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
Number of pupils in school	125 pupils YR to Y6 and 12 in Nursery
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027
Date this statement was published	8 <sup>th</sup> August 2024
Date on which it will be reviewed	31 <sup>st</sup> July 2025
Statement authorised by	Tracey Cansdale, Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Chair of Finance Committee – PP spend generally (Hannah Taylor, Governor) Clerk of Standards Committee –(Lucy Willis, Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,130
Recovery premium funding allocation this academic year	£980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36,110

# Part A: Pupil premium strategy plan

## Statement of intent

### Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development Plan (SDP). This enables us to implement a blend of short, medium, and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Our school vision is ‘Preparing, Sowing, Growing’ and we recognise that some of the strategies we are utilising are tackling some of the hidden barriers to achievement – and we are investing in preparatory work to enable children to get into good learning routines.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

### Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring an excellent teacher is in every class and that they are encouraged to maintain focus on teaching and subject knowledge so that each child’s progress is maximised. This means unnecessary workload must be minimised, so teachers concentrate on teaching
- Closing the attainment gap between disadvantaged pupils and their peers, we appreciate that Covid lockdowns have exacerbated some of those gaps so are looking not just at Quality First teaching to close gaps but at short term interventions focused on Speech and Language – using Talk Boost and on boosting resilience and emotional well-being to enable pupils to persevere with learning
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

## Challenges

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

Academic barriers to achievement	Non-academic barriers to achievement
----------------------------------	--------------------------------------

1. Low levels of literacy – particularly lower support for reading at home was found from our own research into the number of reads disadvantaged and non-disadvantaged pupils did over 2 school years	5. Poor attendance – historically disadvantaged pupils have been over-represented as a % amongst persistent absentees (below 90% attendance)
2. Poor language and communication skills– oral language skills and language development for EYFS and KS1 have historically been lower amongst disadvantaged pupils	6. Poor behaviour – over representation of disadvantaged pupils in the Behaviour Log of CPOMS
3. Lack of targeted support – with main budget funding challenges the amount of teaching assistant time has been cut (traditionally able to offer targeted interventions)	7. Lack of parental engagement – over representation of disadvantaged pupil parents not attending reading meetings/e-safety information sessions etc.
4. Lack of school readiness – this has led us to set up our own nursery class in school from September 2023,	8. Lack of focus and confidence due to poor mental health and wellbeing exacerbated by difficulties in accessing mental health support locally

## Intended outcomes

### Our implementation processes

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

#### Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

#### Prepare

- Develop a clear, logical, and well-specified plan
- Assess the readiness of the school to deliver the plan

- Make practical preparations

## **Deliver**

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

## **Sustain**

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

An example of this approach can be seen through the 'No Worries' programme which we have implemented. We identified the key priority of mental well-being as a response to the difficulties some of our children (including several disadvantaged pupils) were having accessing CAMHS and other early intervention programmes. We looked at programmes that might address some of these issues in school and the skills set of available staff. One of our teaching assistants, with a mental health background was sent to train on the No Worries programme which was written by the Educational Psychology Service. A sample group of pupils were selected to trial the programme and parents were included and invited to look at the materials. The programme was delivered over a term and evaluated. A plan was then made to deliver the intervention more widely. This was then delivered more widely and rolled out to vulnerable pupils. We have since been 1 of 3 Shropshire schools to train a TA to deliver 'Seasons of Growth' over the Covid-19 pandemic to address issues of loss and change (recommended by Educational Psychology Team). We have continued to invest in mental health strategies to address underlying barriers, in 2021-22 we implemented Zones of Regulation which supports pupils who have difficulty self-regulating to particularly help address the previous over-representation of disadvantaged children having behavioural issues. In 2022-2023 we prioritised Talk Boost sessions – both as a whole school but also to small groups including many of our disadvantaged pupils. This is to help address the vocabulary gap which has been identified by evidence as impacting disadvantaged children and to address speech and language issues which arose over Covid lockdowns. In 2023-24 we prioritised oracy as a whole school approach on our SDP but recognising that some children from a disadvantaged background will need extra tutoring to close the vocabulary gap they came into school with – so we are using Talk Boost in 2024-2025. In 2024 we trained an ELSA teaching assistant to try to promote resilience and to work particularly with disadvantaged pupils in KS1. We have prioritised collaborative projects such as PINS (partnership and inclusion of neurodiverse in schools) and a speech and language programme.

## **Our tiered approach**

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

## Quality of teaching

- 1. Encouraging self-led professional development:** Staff are given an allocation of PD time to read and reflect on their own practice. In 2018-19 this was Hendricks: What does this look like in the Classroom? Time was also spent reflecting on Rosenshine's Principles of Direct Instruction. In 2019-20 this was on Prof Steve Peter's work on helping children to understand and manage their emotions and behaviour better. Staff read, reflected, and then prepared a staff meeting each term on an aspect of the book which has been studied. In 2020-21 looked at Guy Claxton and Becky Carlzon's work on "Powering Up Children: The Learning Power Approach to Primary Teaching" and we continued implementing the Learning Power Approach in 2021-22 as this proved very effective in developing both a knowledge rich curriculum but also in developing 'soft skills' (e.g. collaboration, independence) that disadvantaged children might have less opportunities to develop at home and that the Covid lockdowns have highlighted such skills as essential. In 2022-2023 we focused on three Education Endowment Reports – Improving Literacy, Improving Maths in KS2 and KS3 and Working with Parents to Support Children. In 2023-24 we looked at Cambridge Oracy Framework. In 2024-25 we are looking at Jonathan Haidt's The Anxious Generation to support our understanding of the importance of play in early childhood and the impact that exposure to social media and smartphones is having on children's ability to engage and concentrate in school.
- 2. Professional development by accessing high quality subject input:** In 2018-19 this meant staff accessed Jane Considine's writing course and input from our local Teaching School on Reading Comprehension skills. In 2019-20 and 2020-21 staff accessed PD from subject specialists. This also included making the most of online training during Covid-19 Lockdown including Jane Considine work on reading and spelling, as well as quality CPD through University of Chester. Staff have also utilised support from curriculum associations such as Historical Association and Geographical Association. During 2021-2022 and 2022-23 we have widened the subject associations we belong to and have purchased more subscriptions to support staff development, subject knowledge and manage workload -we now belong to D&T Association, buy in Mr PICT scheme of work, belong to Access Art and have utilised support from local Maths Hub. In 2023-24 Lindsay Douch, our Maths Lead joined a Mastery Hub to look at how to support the mastery approach when teaching mixed age classes and Emma Clarke joined a Y5-Y8 workgroup to look at how to support children in maths when transitioning to secondary school.
- 3. Support for initial teacher training:** Staff have been given time to support both PGCE and degree with QTS students from the Alliance for Leading Learning, Thomas Telford Trust, University of Worcester and the University of Chester. We believe that training new members of the teaching profession encourages experienced teachers to reflect on their own practice and Teacher Standards and ultimately improves classroom provision for all children. With a wider recruitment crisis in education, it also shows a commitment to the wider needs of pupils, including disadvantaged pupils. During Covid we continued to offer placements where we could and where universities needed them as we saw the benefits to our school and the wider profession. In the summer term of 2021, we had 8 Associate

Teachers working across the school which enabled us to offer quality post-Covid interventions. During Autumn term 2021 we had 8 Associate Teachers again working in school which helped us to remain open when we had a third of staff off with Covid. Time is needed though for good quality supply cover to enable teacher release to ensure that there is sufficient mentoring and quality control of lessons ATs teach. More ATs had placements in school in Spring and Summer 2022. In Autumn 2022 we widened our collaboration to work with School Direct routes from our local Teaching School and this continued into 2023-24.

### **Targeted academic support**

1. **Structured interventions:** Introducing vocabulary interventions for pupils with poor oral language and communication skills. We have trained staff to deliver Talk Boost for KS1 and KS2.
2. **Small group tuition:** Introducing targeted English and maths teaching for pupils who are below age-related expectations from our own staff and using the National Tutoring Programme. 9 children from Y4 and Y6 accessed NTP in Autumn 2021. A further 9 children accessed NTP sessions in Spring 2022 with 9 children also accessing School Led Tutoring. 3 children had summer holiday tutoring in Maths where we felt they needed this continuity of approach. In 2022-23 we prioritised the youngest children using qualified known teachers.
3. **One-to-one support for disadvantaged pupils:** Creating additional teaching and learning opportunities using TAs and teachers. Our SENCo has been giving specialist dyslexia tutoring to a number of children with complex needs and has been overseeing screening for all Y3 pupils which can then lead to specialist provision.
4. **Smaller class sizes:** In 2019-20 we expanded from three to four classes and in 2020-21 we expanded to five classes. Post Covid-disruption this enabled us to focus on the Year 6 cohort who were in a small class of 13. In 2021-22 we prioritised EYFS for a smaller cohort, mindful of research on language impact of lockdowns affecting the youngest children and so in September 2021 we had a YR class of 17 and a Y1 class of 18. From 2022-2023 due to increasing numbers are class sizes have reverted to normal, but we continue to place staff strategically – with the belief that the earlier we can intervene the better – so we have more TAs working in EYFS to promote language development, ensure all children are keeping up with phonics and close the language gap.

### **Wider strategies**

1. **Wider health focus:** Our SDP has focused particularly on health (physical and mental) over the last 2 years and will continue to do so in 2024-25. We have collected data on pupils' fitness levels and addressed areas of inequality. Staff training has focused on mental well-being and has included training for all staff: teachers, teaching assistants and lunchtime supervisors on emotional well-being. The 'No Worries' programme and 'Zones of Regulation' are part of this strategy. We are accessing Mental Health Training for Senior Leaders to ensure good practices which promote well-being are embedded in our school culture.

We have used the NHS 5 Ways to Wellbeing to promote engagement with parents. We are a Research School which means we have been given opportunities to enable our disadvantaged pupils to access health opportunities e.g. diabetes screening.

2. **Values education:** We have implemented a values approach to education which has led to improvements in all children's Behaviour and the % of pupils in the Behaviour Log who are disadvantaged has decreased since our last Ofsted. Time has been spent on ensuring that our values are demonstrated throughout our curriculum and are not just part of Assemblies. Visits and visitors are part of our values curriculum e.g., visiting Hindu Temple and Sikh Gurdwara to increase understanding of cultural diversity in UK, so money to support visits where there is a values element is available.
3. **Attendance:** Time has been given to supporting families to ensure that the over-representation of disadvantaged pupils becoming persistent absentees, decreases. During the Covid lockdown we paid particular attention to our disadvantaged and vulnerable family, enabling them to return to school as soon as possible. We work closely with our EWO and utilise a multi-agency response using Early Help, where appropriate to remove barriers to attendance. We use the Fast Track process where we are concerned about attendance and monitor the attendance of persistent absentees from past years closely to make sure that problems do not re-occur.

Intended outcomes	Success criteria
1. Teachers' subject knowledge will be secure and so they will be able to plan lessons which enable all children to make progress. There will be careful teaching of vocabulary to ensure that any vocabulary gap is tackled.	Disadvantaged children will be making progress at the same rate as non-disadvantaged children when measured in assessments.  Lesson observations, monitoring walks, book looks, and governor logs will show careful teaching of vocabulary.
2. Disadvantaged children will have access to keep up phonics, Talk Boost and any other quality interventions which enable them to make accelerated progress.	The Y1 phonics screening check will show no difference in attainment rates between disadvantaged and non-disadvantaged children.
3. Disadvantaged children will have access to tutoring opportunities which enable them to make accelerated progress.	The gap between disadvantaged and non-disadvantaged children in NTS assessments (termly maths and reading) will lessen each year.
4. Disadvantaged children will have full access to the 'visits and visitors' curriculum.	All children across the school will have access to a programme which develops their cultural capital, regardless of their background.
5. Disadvantaged children will attend school regularly.	Disadvantaged children will not be overly represented in the persistent absentees' numbers.

## 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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Give time for lesson study and enable staff to coach each other. Support the development of speaking and listening.	Cambridge Oracy Framework	1 & 2
Staff will access high quality CPD particularly in the Foundation subjects. This means that they will learn from subject specialists – either secondary colleagues or consultants and be able to share that learning in the classroom. Recent years have seen most CPD focus on English and Maths, and we would like to widen that focus to other subjects to ensure that our curriculum input is high quality Most of the cost of this intervention will be staff costs/cover and course costs.	Ofsted Curriculum Reviews	1 & 2

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The vocabulary gap between disadvantaged and non-disadvantaged pupils will be closing over their school career. Staff will be trained to deliver Talk Boost in whole class sessions and small groups. The intervention has very close assessment to show progress.	EEF Toolkit Closing the Vocabulary Gap Ofsted Review: Telling the Story 2024-2025 project supporting intensive Talk Boost in Schools	1, 2, 3 & 4

<p>Children’s misconceptions in Maths and English will be addressed and all children will make progress, particularly disadvantaged pupils.</p> <p>In particular we will look at the needs of our SEND children who are disadvantaged and ensure that they have extra support.</p>	<p>Collaboration with Maths Hub in 2024-25 to embed Mastery approach to Maths</p>	<p>1 &amp; 2</p>
--	---	------------------

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils will be fit, active, healthy, and emotionally well - meaning that they will be able to engage better with learning.</p> <p>Many of the Sports and physical well-being elements are funded through Sports Premium so are not double accounted for here. But there is a school-wide recognition that we need to be holistic in our approach to health and recognise mental health too. This may mean that we need to access specialist practitioners for individual pupils where there are access difficulties. It may be also that disadvantaged pupils can have funding to access extended school’s clubs.</p> <p>e.g., engaging with Spectra to provide tailored support to disadvantaged pupils to access the curriculum</p> <p>Using counselling or play therapy where disadvantaged children are unable to access mental health support due to waiting lists.</p>	<p>EEF Toolkit</p>	<p>5, 6 &amp; 8</p>
<p>Pupils will be focused on learning because they will have good learning attitudes. They will have developed intrinsic motivation to behave. They will be able to access visits which develop values which help them to deepen their understanding and prepare for life in modern Britain.</p>	<p>EEF Toolkit</p> <p>Ofsted on cultural capital</p>	<p>5, 6 &amp; 8</p>

<p>As a Church school our values education is deeply embedded across the curriculum, and we have a regular monthly value. We have identified that we need to prepare children for life in modern Britain and enable them to appreciate the richness of cultural diversity within the UK. Disadvantaged children in particular need opportunities to widen their experiences and develop cultural capital.</p> <p>Money will be available to support children who might not otherwise be able to access opportunities such as visits and residential activities.</p>		
<p>Children are attending regularly and where there are barriers to attendance, these are being addressed.</p> <p>Support will be given to parents where there are barriers to attendance – this may be through time spent with Early Help referrals, it may be through subsidising costs of extended school care, so children are in school. Each child’s needs will be addressed on an individual basis. However, the importance of this category cannot be underestimated – if children aren’t in school, they cannot learn or make progress. In this area too school has been adversely impacted by cuts at a LA level – such as the loss of a dedicated Teacher for Gypsy, Roma, and Traveller children. Whilst these families may not fill out paperwork to qualify for PPG, school recognises that nationally they are the most underperforming ethnic group and should be identified as disadvantaged to ensure that their progress is strictly monitored. Historically attendance has been a big issue and school have worked hard – with much time dedicated to support greater attendance when children are not travelling. Time is needed to visit families, meet with them, and help</p>	EEF Toolkit	7

bridge the gap between the traveller community and school.		
--	--	--

**Total budgeted cost: £ 35,000**

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 2022 to 2023 academic year.

### **Quality First Teaching – CPD etc in 23-24**

We were able to review our Maths provision in 21-22 and this has led to a new scheme of work being started in 22-23. This was in part due to assessing how the Covid lockdown had caused a disproportionate impact on disadvantaged children and what needed to be done to address this.

Staff continued to access high quality training from outside suppliers, local authority and diocese which enabled them to increase their subject knowledge.

We continued to welcome ITT Associate Teachers into school to increase pupil-adult ratios and enable good quality first teaching.

KS2 SATS outcomes in 2024 showed a good level of progress by disadvantaged pupils.

### **Targeted Academic Support in 23-24**

Small group work focusing on language development in younger children – research showed high levels of impact from Covid lockdown. We recruited extra adults supporting children with higher needs in Acorns.

We set up a Nursery so that we could begin to close the disadvantage gap more quickly and this opened in September 2023.

We worked quickly to identify children who needed small group interventions and had effective groups in place using baseline data.

We have had more children using Toe by Toe this year and we have also run phonics ‘keep up’ interventions for those children in EYFS and KS1 who did not engage so effectively with remote learning phonics sessions. Our Phonics Screening Checks were above national average in June 2024 and showed impact of this approach.

In lower KS2 we have had children who benefited from a reading fluency intervention, and this worked very effectively. In upper KS2 sessions have been focused on comprehension skills.

In Maths interventions have highlighted disadvantaged children's lack of maths fluency compared to their non-disadvantaged peers and as well as bespoke interventions and support in this area, we rolled out a NCETM Maths Fluency project in EYFS and KS1 to try to tackle this issue early.

There is more work to be done with the children who are currently in upper KS2 and did not have this maths fluency input.

Our 2022 Y2 Math SATS showed the impact of this approach, and the disadvantaged pupils were at expected level in Maths. In 2023 Y2 Maths SATS showed that our disadvantaged pupils achieved as well or higher than their non-disadvantaged peers.

In Y6 SATS in 2023 and 2024 our SATS results were above national average and our disadvantaged pupils made good progress.

### **Wider Strategies in 23-24**

We worked with Spectra (SEND supportive association) and an Occupational Therapist to do some training on girls and Autism and sensory issues which was rolled out across the school. We extended this to parents of children who are neurodiverse in 2023 with a workshop which was well attended by our parents of disadvantaged pupils (breaking through barrier of parental engagement) and in 2024 we had a Parent Carer Forum as part of PINS which will again help with parental engagement in learning.

We continued to invest in physical fitness and well-being. We taught additional PE time in the curriculum and subsidised after school activities for disadvantaged children where the cost was a barrier so that everyone could take part in sports.

Staff and children have found that the delivery of worship times and value education via Seesaw (as opposed to whole school gathering in the hall which was not possible due to Covid) has been very effective as it has allowed for greater discussion and participation and teachers have been able to make sure that everyone is contributing – whereas in whole school assemblies there is not time/opportunity for this. Whilst we restarted twice weekly whole school assemblies, we have kept to class assemblies on the other days so that good quality speaking and listening opportunities can take place.

A curriculum review continued to ensure that the diversity of modern Britain is represented in our curriculum choices. Governor moderation showed pupil understanding of immigration and cultural diversity grew as a result of this review.

We invested a lot of time in parental engagement – huge amounts of head and admin time was spent telephoning and emailing and a much higher proportion of time is spent with disadvantaged families to ensure that they were engaging and attending regularly. There were also specific workshops for families to attend in 2023-24 on online safety and supporting children with maths and reading.

We have tried to offer bespoke solutions to parents to increase engagement and attendance and the EWO is pleased that our persistent absenteeism has decreased substantially.

## 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*

<b>Programme</b>	<b>Provider</b>
NTS Assessments in English and Maths	Pearson Learning
Bug Club Phonics	Pearson Learning
Zones of Regulation	<a href="https://www.zonesofregulation.com/learn-more-about-the-zones.html">https://www.zonesofregulation.com/learn-more-about-the-zones.html</a>
Toe by Toe	K & H Cowling
No Worries	Shropshire Educational Psychology Service
STEPS Assessment	Pearson Learning
Nessy Dyslexia Screening	Nessy Learning
White Rose Maths	White Rose Maths

## Tracey Cansdale

7<sup>th</sup> August 2024