

Pupil Premium Strategy Statement 2023-2024

CHRIST CHURCH C.E. FIRST SCHOOL

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 FIRST
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	24.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	15/9/21
Date on which it will be reviewed	September 2024
Statement authorised by	A Graham
Pupil premium lead	A Graham
Governor / Trustee lead	M James

Funding overview

Detail	Amount 21-22	Amount 22-23	Amount 23-24
Pupil premium funding allocation this academic year	£8,070	£38,780	£49,470
Recovery premium funding allocation this academic year	£2,000	£2,000	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£643	£0	£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	£10,713	£40,780	£51,470

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

What are your ultimate objectives for your disadvantaged pupils?

We aim to provide high quality education for all children. We are crucially aware that our most vulnerable children will require additional support in school both academically as well as socially and pastorally. We strive to make all children feel part of our school family and no child should ever stand out as being different based purely on a level of deprivation. We aim for all children to be included in all activities whether they be in school, extra-curricular or enrichment activities. We want no child to be overlooked, forgotten or left behind. Ultimately, we want all children to achieve to the very best of their ability and will take action to support this goal. This may mean academic support but may also require support with health and wellbeing as well as wider support for families through signposting and collaboration with outside agencies.

How does your current Pupil Premium strategy plan work towards achieving these objectives?

We aim to provide this in a number of ways:

- Access to high quality intervention, either 1:1 or in small groups in areas where we identify need
- Vulnerable children are heard reading every day by the class teacher or TA and additional support is put in place where needed – this may be in the form of in-class support or intervention as detailed above
- Children have access timely intervention to support phonic and reading development, where needed
- Children are supported with access to technology either through loaning a computer or by school purchasing one for the child, dependent on need
- Access to school trips either without cost or at a significantly reduced rate
- Signposting parents to support and advice
- Collaboration with local support networks, such as the Food Bank to ensure families in need never have to struggle
- Access to wellbeing support through our school ESLA and pupil support/therapy dog

What are the key principles of your strategy plan?

- To try to provide whatever children/families require at the point of need
- To support children to achieve their full potential regardless of background
- To ensure that children have access to the same experiences as all other children
- To try to ensure that no child feels or looks different to their peers solely based on deprivation

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Ensuring our children are able to fulfil their academic potential through high quality teaching and addressing immediately any gaps in the children's learning.</i></p> <p>Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are backed up by a number of national studies on partial school closures.</p>
2	<p><i>Developing and extending our children's aspirations and life experiences.</i></p> <p>Through the use of technology, we aim to open opportunities for children to develop as independent and critical learners, using the format they feel is best to showcase their knowledge and understanding.</p>
3	<p><i>Removal of individual barriers to learning or accessing school experiences.</i></p> <p>Many parents of our disadvantaged pupils struggle to provide the correct uniform or other items required for school. By working alongside parents, we can remove financial barriers through funding trips or school uniform, etc.</p>
4	<p><i>Ensuring the social, emotional and mental health needs of our children are met</i></p> <p>Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils. Within our school, staff and parents have been involved in identifying pupils as needing additional support with social emotional needs. Since the pandemic, teacher referrals for support has increased and as such school have bought in the services of a school ELSA.</p>

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 ensure that all children access high quality teaching and any gaps in learning are diminished. Baseline assessments in Autumn 1 will identify children in the bottom 20% who require additional support and those who are not yet meeting the expected standard.	<p>Assessment for Learning will address gaps and data will demonstrate good progress and attainment for these pupils.</p> <p>All PP children's progress will be tracked and additional support planned to enable gaps in learning to be addressed.</p> <p>Intervention groups to be set up to address individual gaps in learning. Targets set by class teachers.</p>
Pupils have access to technology to support them to record their thoughts and ideas through a medium other than writing (if this is not essential)	<p>Reduction in refusal to complete work due to the pressure of handwriting.</p> <p>Pupils ideas are recorded and used for assessment purposes, enabling them to achieve success and make progress.</p>

Children who have SEMH needs are identified swiftly and receive support to be feel safe, secure and achieve their potential.	Any PP child requiring SEMH support
To ensure that all children access high quality teaching and any gaps in learning are diminished. Baseline assessments in Autumn 1 will identify children in the bottom 20% who require additional support and those who are not yet meeting the expected standard.	Assessment for Learning will address gaps and data will demonstrate good progress and attainment for these pupils. All PP children's progress will be tracked and additional support planned to enable gaps in learning to be addressed. Intervention groups to be set up to address individual gaps in learning. Targets set by class teachers.

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: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to online CPD</i>	Staff and subject development research	1,2,3
<i>Access to Subject Lead up-dates</i>	Research in to effective teaching and learning & staff subject development	1,2,3

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

Budgeted cost: £ 8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention sessions</i>	Small group tuition EEF (educationendowmentfoundation.org.uk) Staffordshire EP Literacy Approach EP Recommended Approach to Literacy - Staffordshire County Council	1,2
<i>TA support in class</i>	Research indicates that oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1,3

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

Budgeted cost: £41,720

Staffing: £35,000

ELSA supervision: £600

School trip contributions: £2,500

Music tuition: £420

Uniform support: £500

Reading resources: £1,500

Enrichment activities: £1,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to curriculum enrichment activities	<p>Allowing children to access the full offer of the school encourages improved attendance and a greater sense of belonging, which is essential to wellbeing.</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence from LOTC. Research-Evidence-Supporting-the-Benefits-of-LOtC-July-2016.doc (live.com)</p>	2,3
Access to school uniform, ICT support, other school-related resources	<p>The Effects of Material Deprivation on Education – ReviseSociology</p>	2,3
Updated reading resources to engage reluctant readers	<p>We have noticed a marked difference in attainment data since covid. This is more apparent for our PPG pupils and we using research to help us to address this</p> <p>Impact of COVID-19 disruptions in primary schools: attainment... EEF (educationendowmentfoundation.org.uk)</p>	1,3
Wellbeing support	<p>EEF social and emotional learning</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Impact-of-ELSA-in-Dorset-School.pdf (elsanetwork.org)</p>	2,3

Total budgeted cost: £ 51,720

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.

While data across all year groups was positive, there is still a group of children who are finding it more difficult to retain information and therefore progress is slower than we would normally expect. These children will continue to be targeted for small group or 1:1 intervention sessions, delivered by class TAs and receive phonic keep up and catch up sessions. This is having a positive impact on their learning but it is still slower than their peers.

Our curriculum review has highlighted areas to be enhanced and we have reviewed the approaches to personalised learning. This has led to a change in the way intervention will be delivered across the school to ensure that it is timely and relevant.

The introduction of Little Wandle phonics scheme has had a positive impact on early reading and acquisition of phonic sounds. This will have a positive impact on the pupils as they move through the school.

More staff have been trained in communication screening and language interventions and we have bought into an offer from Staffordshire EP service to improve reading outcomes.

Externally provided programmes

Programme	Provider
Little Wandle	https://www.littlewandlelettersandsounds.org.uk
White Rose Maths	CPD Training Free maths resources White Rose Maths
Key Stage History	Keystage History - Advice for teaching history, lessons, planning and resources for Key Stage history at KS1, KS2, KS3 and GCSE
Purple Mash	Purple Mash by 2Simple
Kapow	Schemes of work, lesson plans and CPD - Kapow Primary
My Happy Mind	Home - myHappyMind

Further information (optional)

We are investing more in wellbeing and mental health support for children. We have noticed an increase in the number of children who are finding life difficult and we are keen to address this at the earliest possible opportunity. We believe that children who are unsettled (for whatever reason) are not in the best place to learn and we need to support them if this is the case.