

# Churchmead School

## Pupil Premium Strategy 2020 -23

Summary Information					
School	Churchmead C of E School				
Academic Year	2021/22	Total PP budget 2022/23	£134,800	Date of most recent PP review	January 2022
Total numbers of pupils	472	Number of pupils eligible for PP	163 (30.18%)	Date for next internal review of this strategy	January 2023

### Churchmead School Pupil Premium Intent

Churchmead School students, in receipt of Pupil Premium funding will, like all our students, be well-rounded intellectually, socially and emotionally. Lack of funding will not be a barrier to them being equipped with the skills and knowledge for life, work and learning- literacy, numeracy, communication, creativity and aesthetic appreciation- in order to be able to flourish and success within society. In order to consistently enable our disadvantaged pupils to make the same progress as our non-disadvantaged pupils, we rigorously plan and evaluate the best ways to support and challenge our pupils, drawing on meaningful research and best practice.

This means ensuring:

- Pupil Premium students perform, academically, in line with their peers at a similar starting point to them
- Pupil Premium students have the same educational experience as non-Pupil Premium students at Churchmead School
- Academic challenge and targeted support are commonplace within the classroom for the Pupil Premium students

### Number of PP students at Churchmead School for the academic year 2021/2022

Total	163	% in Year Group
Year 7	35	29%
Year 8	39	33%
Year 9	37	45%
Year 10	28	30%
Year 11	26	50%

### Planned Strategies

Children in receipt of the pupil premium experience a wide range of complex barriers to their learning and social development. As a school, we work hard to understand the needs of every child, so that they can be effectively addressed. Although every child is unique and their needs considered in their own right,

we identify some shared barriers to which we choose to focus our collective attention. These barriers are listed below. We are also mindful, for the coming year, that children will require additional support as a result of barriers faced due to lockdown.

Target Areas	Barriers to success
A- School <b>Attendance and Enrichment</b>	<p>Attendance rates for pupils eligible for pupil premium are better than they were, but can fall below, that of non-pupil premium pupils. Our target for all children is 95%. Evidence suggests attendance can become a greater issue at KS4.</p> <p>To ensure progress PP students need to have good access to online learning platforms and ICT.</p>
B – <b>Staff knowledge and Awareness of PP students and challenging Passive attitudes towards learning</b>	<p>Staff need to know who the children are and the barriers they face. Differentiation and support need to be effective to meet individual needs. Passive attitudes need to be challenged in a supportive and encouraging way to ensure that PP students achieve at least as well as non-PP students.</p>
C – Well-Being and wider spending <b>Support Programmes</b>	<p>There are a wide range of barriers seen, from lower ability children entering the school with under-developed numeracy and literacy skills, to higher ability pupils entering the school with a lack of academic aspiration and poor independent study skills. Gaps in knowledge or skills from primary school need to be addressed to prevent the gap widening in Secondary school. Additionally, there is a cross-over between pupil premium pupils and SEN needs. These barriers will have been compounded as a result of lockdown.</p> <p>Some children develop mental health barriers, with low aspiration and low self-worth, potentially feeding into more serious mental health issues. This barrier sometimes links to behavioural and attendance. Again, these barriers will have been compounded as a result of lockdown. (<i>Sutton Trust, 2021</i>)</p>

## A– School Attendance and Enrichment

Year	Intent Designated	Implementation Action/ Approach	Staff lead	When	Impact Evidence	Estimated Costs
7-11	Attendance Officer to prioritise PP students when following up on attendance issues	Weekly interventions for students with low attendance. Reports generated for HOYs and tutors to improve attendance	RJe, NBa	From Sept 2020	Attendance in PP will go up Gap between PP and non-PP students will be <5% for attendance	£11,150
7-11	Keeping the <b>library</b> open after school to allow PP students access to a suitable work environment	To provide an area and access to PCs for PP students to work on after school	HDa	From Sept 2020	More PP students will submit their work on a regular basis	£4500
7-11	Participation in <b>enrichment</b> clubs including homework,	To provide an area and access to PCs for disadvantaged students along with staff support on homework; staff responsible for clubs to track PP students' attendance	LOv	Ongoing	Lists attending clubs to be kept More PP students will take up the different opportunities in the school	After school provision bus £6000

	lunch/after school clubs and IT facilities	Buses will run after school to help PP students get home to support the enrichment process				
9-11	<b>Careers</b> advice and guidance	Prioritise PP students	BNh	Ongoing	More PP students will go onto level 3 courses in their chosen subjects PP trips to University to show students what higher education looks like and give them aspirations to reach for	£2700
7-11	<b>Rewards</b> scheme. Improving attendance and/or learning behaviours	Set up meetings with Tutors, HoY and parents. Review rewards scheme.	RJe, DMW	Ongoing	Greater recognition of achievement encourages students to want to be in school Number of PP students receiving awards and praise will go up Gap between PP and Non-PP students receiving awards to narrow	£2000
7-11	<b>Breakfast club</b>	Set up breakfast club, where PP students can avail of a healthy and nutritious breakfast free of charge	HDa	From Sept 2020	Students will be prepared to learn having had a proper breakfast They are more likely to be in school on time to avail of the provision.	£7000
7-11	Attendance interventions	Attendance rates tracked for all pupils termly Form tutors / all staff encouraged to spot trends/patterns in absence behaviour Relevant procedures for non-attendance followed Parental contact made with pupils who drop below threshold measures	NBa/ HOY	Ongoing	Attendance tracker showing areas where we have prompted and provided direct support. Also measured via levels of attendance at clubs.	External support £9000

## B – Staff knowledge and Awareness of PP students and challenging Passive attitudes towards learning

Year	Intent Designated	Implementation	Staff lead	When	Impact Evidence	Estimated Costs
		Action/ Approach				
7-11	Member of <b>SLT</b> to lead on the promotion and monitoring of PP strategy and spending	<ul style="list-style-type: none"> <li>- SLT member to promote and monitor PP strategy and spending to improve outcomes</li> <li>- Regular PP report to be written and delivered to SLT to run alongside each Progress Report</li> </ul>	LOv/HDa	Termly	PP students will have the resources they need to succeed without any charge Termly reports to gauge PP students progress against non-PP	£12000 TLR 3 and RSL
7-11	Ensuring Quality First Teaching and Leadership	Ensure time is allocated to PP CPD <ul style="list-style-type: none"> <li>- Time for leaders to disseminate, challenge and review key focuses around progress</li> <li>- All Leaders to strengthen T&amp;L with a clear focus on PP students</li> <li>- Regularly review the curriculum offer for PP students</li> </ul>	HoD	Ongoing	Students will be engaged in a depth and breadth of learning in different subjects CPD will reinvigorate and encourage teachers to think of new ways to engage all learners	£12000
7-11	<b>Retaining and recruiting</b> the best	Use of INSET to deliver, reiterate and share strong, researched based and evidenced strategies and	SLT	Ongoing	Teachers can share ideas and best practise as well as examine ways to	£9000

	practitioners	approaches - Calendared time to have T&L focused meetings, share good practice and challenge learning - Teach Meet INSET - developing opportunities for PP			encourage students who are reluctant in their subject	
7-11	<b>Heads of Year</b> to lead on the PP provision for students in each year group	- HOY to take a lead on the tracking and monitoring of the progress being made for each PP student in their year group - HOY to report progress in SLT/ tutor meetings	HOY	After data drop	A greater understanding between students, teachers and parents of the gaps within subjects.	£8100 for TLR provision
7-11	<b>Subject leaders</b> to target PP students within department	Subject Leaders of English, Maths and Science to monitor progress of PP students to close the gap with non-PP students in attainment and progress	HoD	Ongoing	Creating a clear picture of how students are progressing across core subjects to know where the gaps need to be closed	£8000 for subject provision
7-11	<b>Teachers</b> prioritise PP students in their lesson planning,	Focus on consistency through data collections and regular learning walks. Planning to include seating, questioning and improving homework	HoD		Prioritises PP students and creates a clear focus on targeting them	
7-11	<b>All</b> teaching staff have a PP target in annual appraisal	All appraisal documents reviewed	SLT	Ongoing	Focus on the success of PP students, the gaps will narrow with non PP students	
7-11	<b>Teachers</b> to be aware of the key information around individual PP students	Pupil Premium Passports to be created, ensuring teachers have relevant information regarding each PP student in their care highlighting: background, barriers to learning, aspirations etc	LOv and HOY	Ongoing	Improved results for PP students all depts PP students will be at the heart of the lesson when teachers are planning	
7-11	<b>Raising staff awareness of PP students</b>	Knowing our disadvantaged student's session run by LOv, Seating plans set up using Go4Schools Regular spotlight meetings through the school year October INSET: Focussed on student needs A key focus in line management meetings Whole-school overview report updated at report points by JSt	LOv/HoY/ SJa	Termly	All staff know who our disadvantaged pupils are. The overview report to review areas of academic strength and concern on a child by child basis.	£8000 including 0.1 of staffing G4S tracking
7-11	<b>Monitoring PP students post lockdown</b>	Catch up systems to be in place, post lockdown, for all depts Funded laptops allocated to relevant students in need Well planned differentiation in lessons Using Microsoft Teams to provide lessons for those isolating/shielding. Monitored by HoY and HOD	HOY/ HOD/ SLT	Ongoing	Recognising that what happens in the classroom makes the biggest difference to reducing gaps: ensuring access to virtual lessons, during isolation/ lockdown will attempt to mitigate loss of learning.	£10000

### Well-Being and wider spending Support Programmes

Year	Intent	Implementation	Staff lead	When	Impact Evidence	Estimated Costs
	Designated	Action/ Approach				
7-11	Direct resourcing (trips, events, clubs, uniform, resources)	Pupil premium pupils are supported in numerous ways financially, including: Attendance at school clubs, visits and events Provision of school uniform where necessary Provision of school resources where necessary	HDa	Ongoing	Students can experience a wider range of school activities  Students see parts of the world that they might not have had the opportunity to	£5000

7-11	Well-being interventions	Student Support Officer (additional investment in this area) Role of Form Tutor in identifying emerging issues Regular contact with parents of 'at risk' pupils Role of Head of Year – all PP pupils are documented in Year Team minutes with relevant support identified on a 1:1 basis	RJe/ HOY	Ongoing	Consultation with Student Support Officer (RMA) and external School Counsellors. Also measured via attendance every term and feedback from mentors	£7600 £2830
7-8	KS3 interventions	Lexia Reading Interventions Maths surgery TAs supporting students in classrooms Transition support Meetings with Year 8 PP students regarding option choices	LOv/ DSe/ CRE	Ongoing	Reading interventions and Maths surgery were up and running from September and students who were most at need took part in these initiatives. Students at need were identified in conjunction with English department, Maths department and SEN Manager Transition support was co-ordinated by the HoY and SEN Manager. Year 7's said that they felt confident and happy starting in Churchmead. Meetings with Year 8 PP students took place before their options. MFL consulted about student pathways beforehand.	£2000
7-11	KS4 interventions	Core meetings happen regularly with HT and DHT and HODs for Maths, English, RE and Science. • Morning tutor groups with the HoD in English, Maths and Science interventions for targeted Year 11 students based on mock performance.	HT/ DHT/ LOv/ DSe/ HSA/ TKJ	Every2 weeks	Spotlight meetings happened regularly, and students were discussed, and interventions put in place, both in terms of academic and pastoral support, with the use of staff mentors. Morning intervention for Core subjects in place. HoY ensures students are on track	
7-11	Academic and pastoral mentoring	Children struggling academically and pastorally offered access to a mentor. Mentors are members of teaching staff who provide fortnightly support. Offered to all pupil premium pupils in Year 11 and select pupils in Years 7 to 10. SLT to meet with all Year 8 PP students in April/May to help with decisions regarding GCSE options Action: continue to extend mentoring opportunities to lower school students (potential focus on Year 8), where possible (due to current restrictions)	SLT	Ongoing	Mentoring on a regular basis can have a significant impact in raising aspirations and addressing academic and pastoral barriers.	£4200

Area	Challenge	Mitigating Action
Teaching	Ensuring enough time is given over to allow for all staff professional development and support	Use of INSET days, Teaching and Learning briefing, department meetings, middle leader's meetings and additional cover being provided. A robust and ongoing system in place for performance management and programme's for early careers teachers.
Targeted Support	Ensuring enough time for all subjects to plan, prepare and deliver targeted intervention. Ensuring interventions are delivered as effectively as possible	Interventions for Year 11 are built into staff directed time. Innovative use of PPE time to allow key staff to implement Year 7 Catch-Up programme. Close liaison SEN department/Ts and core subjects to ensure wider interventions are targeted and not detrimental to core time in lessons

Wider strategies	Ensuring disadvantaged pupils are targeted and encouraged to take part in wider school activities	Using PP monitoring sheet 9BRAG to track participation and identify any gaps or missed opportunities
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## Review of last Year's Aims and Outcomes

<b>Progress Measures Aim and Target</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>
Progress 8 - Achieve National Average for progress made by disadvantaged pupils.	-0.08	+0.4	+0.1
Attainment 8 - Achieve national average for attainment for disadvantaged pupils	3.8	4.1	4.2
% Grade 4+ in English and Maths - Achieve average English and maths 4+ scores for similar schools	57.1%(E) 57.1%(M)	68.8%(E) 50%(M)	63.2% (E) 52.6%(M)
% Grade 5+ in English and Maths - Achieve average English and maths 5+ scores for similar schools	42.9%(E) 35.7%(M)	37.5%(E) 31.3%(M)	36.8%(E) 36.8% (M)
Other- Improve attendance to national average National average for 2018/2019 was 95.07%	92.83%	92.88%	
EBacc- Achieve National Average for PP National Average for 2018/19 was 29%	0%	25% entered and achieved it	22% entered and achieved it