



## Pupil premium strategy statement – Churchmead CofE School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	535
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Chris Tomes
Pupil premium lead	Nicola Reidy
Governor / Trustee lead	Dianne Cranmer



## Pupil premium strategy statement – Churchmead CofE School

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 152,120
Recovery premium funding allocation this academic year	£20,850
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 172,700



### Part A: Pupil premium strategy plan

#### Statement of intent

Churchmead School is committed to prioritising disadvantaged students. We advocate a ‘First, First, First’ approach which places disadvantaged students at the forefront of all the school strives to achieve, ensuring these students are supported to succeed in their journey to higher education and future employment in line with our school ethos.

We are resolute in our mission to equalise opportunity, ensure visibility and empower our disadvantaged students. Mindful of the negative impact that socio-economic background can have on student attainment we track relentlessly and have established a blended offer of academic and pastoral approaches to nurture individual student growth and academic success at school. In addition, we strive to empower a successful transition into post-16 education, higher education and future employment.

We recognise that Quality First teaching has the most significant impact on the progress and attainment of our disadvantaged learners. Inclusive teaching and learning recognises diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences. This underpins all strategies and systematically runs through our curriculum planning and CPD foci.

We use both diagnostic testing and informed understanding of individuals to meet their diverse range of needs, ensuring no assumptions are made with regards to stereotyping of disadvantaged students. We offer a blended approach of three key elements to support students in achieving successful future outcomes, these being to; develop resilience and citizenship to support positive choices, provide academic intervention to close learning gaps and develop aspiration through enrichment activities.



## Pupil premium strategy statement – Churchmead CofE School

Attendance of disadvantaged students is a high priority as too many students are persistently absent or have absences which impact on their engagement, progress and outcomes. Despite additional strategies having been introduced over the past academic year, attendance of disadvantaged students is still an area of concern and remains a high priority.

### 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 years indicates that attendance among disadvantaged students is lower than non-disadvantaged students. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress. This includes both Overall Absence and Persistent Absenteeism.
2	Disadvantaged students can arrive in Year 7 with existing gaps in literacy and reading comprehension. This impacts their progress in all subjects
3	The education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other pupils. This is supported by several national studies. This has resulted in knowledge gaps which have subsequently negatively impacted student progress.
4	Some disadvantaged students experience particular social and emotional challenges such as anxiety and low self-esteem, which in turn affects their academic progress.
5	Financial hardship at home can result in disadvantaged students lacking the resources required to maximise academic progress.
6	Lack of student and /or parental engagement can limit the uptake of co-curricular and enrichment opportunities on offer to our disadvantaged students



## Pupil premium strategy statement – Churchmead CofE School

### 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
Improved attendance amongst disadvantaged students in all Year Groups	Persistent Absenteeism rates for each Year Group are in line/no more than 10% lower with non-disadvantaged. Overall Absence rates are in line/no more than 10% lower with non-disadvantaged.
Improved reading age and maths attainment among disadvantaged students across KS3.	Reading age tests demonstrate improved reading age and comprehension skills among disadvantaged students.  Teachers should also recognise this improvement through engagement in lessons and book scrutiny  Assessments will be scrutinised in both areas to ensure that PP students are making the necessary progress
Improved attainment among disadvantaged students by the end of KS4..	Positive P8 for progress made by disadvantaged students and an ongoing narrowing of gap.  All Pupil Premium students will be entered for Level 1 English and/or Maths if they require the syllabus to be changed for them.  English <ul style="list-style-type: none"><li>• 65% of students achieve a 4+</li><li>• 50% of students achieve a 5+</li></ul>



## Pupil premium strategy statement – Churchmead CofE School

	<p>Maths</p> <ul style="list-style-type: none"><li>• 60% of students achieve a 4+</li><li>• 45% of students achieve a 5+</li></ul>
Improve the progress of PP students through quality of education	<p>CPD on literacy and feedback strategies within the classroom for all teaching staff</p> <p>CPD Project with a focus on SEN/PP to support staff in classrooms to identify factors that could improve progress for all</p> <p>Lead a strategic approach to PP students through laser focusing on their barriers to learning and outcomes</p> <p>Working with Subject Leaders on the development of specific PP strategies within departments e.g. Key word glossaries etc</p> <p>Analysing assessment data on a cyclical basis Student trials to identify areas for improvement</p> <p>Lesson Drop ins, work reviews to measure and monitor the quality of effective feedback</p>



## Pupil premium strategy statement – Churchmead CofE School

### 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: £ 76,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing a knowledge rich curriculum which is well sequenced, inclusive, recognises and plans for diversity, enables participation, removes barriers and anticipates and plans for needs and preferences	Ofsted has presented the research evidence underpinning their education inspection framework. The review draws on a range of sources, including both their own research programme and a review of existing evidence bases. The review provides the evidence base that providing a knowledge rich, sequenced curriculum will improve. Ofsted: Education inspection framework Overview of research. Published 2019	2, 3,
Promoting a ‘First, First, First’ strategy which priorities disadvantaged students’ needs to include self-regulation, questioning and feedback both in and beyond the classroom	EEF – The Impact of Feedback on Student Attainment Guidance Report EEF – Metacognition and Self-Regulation Guidance Report	1, 2, 3, 4, 5, 6
Close progress gaps with aim of PP in line with rest of school.	“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a	2, 3, 4



## Pupil premium strategy statement – Churchmead CofE School

<p>Analysis of grade report data to identify students who are behind</p> <p>HODs to plan for catch up curriculum and appropriate adjustments to schemes of work, where necessary.</p> <p>Appropriate intervention planned and delivered, with measurable impact for targeted students.</p>	<p>successful school and should rightly be a top priority for pupil premium spending” (EEF, Autumn 2021, P3).</p> <p>One-to-One tuition: High impact for moderate cost, based upon moderate evidence. This can add an additional 5 months progress to disadvantaged learners. (EEF Teaching &amp; Learning toolkit).</p> <p>“The economic impact of coronavirus is likely to increase poverty and the disadvantage gap” (Social Mobility Commission: Against the Odds Research Report, June 2021, Page 6).</p>	
<p>Staff CPD prioritises quality first teaching and learning.</p> <p>CPD menu supports focused development in whole school key areas of priority:</p> <ul style="list-style-type: none"> <li>• To embed the ‘Quality First Teaching’ approach across the school in order to achieve ‘Success for All’.</li> <li>• To further embed the use of ‘Deep Learning’ techniques with a particular focus on engagement</li> </ul>	<p>Feedback: very high impact for very low cost, based on extensive evidence. This can add an additional 6 months of progress to disadvantaged learners” (EEF Teaching &amp; Learning toolkit).</p> <p>Feedback - Toolkit Strand- EEF</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planningsupport/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planningsupport/1-high-quality-teaching</a></p>	<p>2, 3, 4</p>





## Pupil premium strategy statement – Churchmead CofE School

<ul style="list-style-type: none"> <li>• To further develop a culture of ‘reading for pleasure’ with targeted strategies in place to improve reading fluency and the use of subject specific language.</li> </ul> <p>Learning Dives have a sharp focus on SDP priorities.</p>	<p>Metacognition and self-regulation: Very high impact for very low cost, based upon extensive research. This can add an additional 7 months of progress to disadvantaged learners” (EEF Teaching &amp; Learning toolkit).</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 42,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 11 Study Support Sessions in all subjects will be delivered after school and during holiday periods for targeted students who require additional support in attaining their potential.</p>	<p>EEF Toolkit – Extending school time + 3 months</p>	<p>1, 2, 5</p>
<p>Delivering small group and 1:1 tuition in all year groups for students in reading, English and maths to close gaps in learning</p>	<p>School based evidence of student progress in reading</p> <p>School based evidence of impact of tutoring on student GCSE outcomes</p>	<p>1, 2, 5</p>



## Pupil premium strategy statement – Churchmead CofE School

	EEF Research – one to one tuition +5 months, small group tuition +4 months	
<p>Continue and increase use of web based programs to be used in school at home.</p> <ul style="list-style-type: none"> <li>• Lexia</li> </ul>	<p>Various studies have shown the benefit of computer based programs on improving literacy</p> <p><a href="https://www.lexialearning.com/whylexia/our-approach/evidence-for-essa">https://www.lexialearning.com/whylexia/our-approach/evidence-for-essa</a></p> <p>The EEF have also conducted their own study.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-evaluation/projects/lexia&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-evaluation/projects/lexia&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=lexia</a></p>	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer, SLT leads and Heads of Year support students who may be at risk so that PP students at risk of falling into the PA category	The DfE guidance has been informed by engagement with schools that have	1



## Pupil premium strategy statement – Churchmead CofE School

<p>can be targeted and necessary interventions to improve attendance, implemented.</p> <p>A key feature of the meetings will be to embed the principles of good practice as set out in DfE’s ‘Improving School Attendance’ advice</p>	<p>significantly reduced persistent absence levels and identified links between attendance and attainment evidenced through a body of wide-reaching research.</p>	
<p>Removal of any access barriers to learning resources, revision materials and software</p>	<p>DfE Guidance of use of PPG School based evidence</p>	<p>1, 2, 3, 4, 5</p>
<p>Enrichment opportunities are targeted towards disadvantaged students to support development of aspiration and cultural capital. These opportunities will include; after school enrichment clubs, Sports leadership programmes, targeting disadvantage students</p>	<p>In school data of projects that have been delivered over time</p> <p>Student engagement and attendance of activities</p> <p>Student voice activities in response to wellbeing</p>	<p>1, 4, 6</p>
<p>Careers (Learning To Work) advice and guidance to encourage aspiration and associated progress</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>1,2,3,4,5,6</p>

**Total budgeted cost: £ 172,700**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>Review of last Year's Aims and Outcomes</b>				
<b>Progress Measures Aim and Target</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/2022</b>
Progress 8 - Achieve National Average for progress made by disadvantaged pupils.	-0.08	+0.4	+0.1	-0.3
Attainment 8 - Achieve national average for attainment for disadvantaged pupils	3.8	4.1	4.2	3.9
% 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)	76.9% (E) 61.5% (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)	57.7%(E) 19.22% (M)
Other- Improve attendance to national average	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	0%

Destinations: Disadvantaged destinations Year 11 Summer 2022 = no NEETS. All of the students joined appropriate courses at other local colleges. 2021/2022 all Year 11 PP students had a careers appointment including 1-1 and a group workshop delivered by Adviza or one of the Careers Coaches employed by the school. All students have received a personalised action plan via email. All year 10 1:2:1 for PP students with careers advice have taken place. All PP and DA students have a personalised Unifrog account where they can access a number of career pathways in order to set aspirations for them.



## Pupil premium strategy statement – Churchmead CofE School

Targeted Support Review 2021-22 Reading and literacy interventions put in place for low attaining students in Year 7,8 and 9. KS3 tutor programme continues to support whole school literacy priority with weekly reading programme in place during tutor time for Year 7,8 and 9. Interventions for PP below their biological age was put in place and the Literacy co-ordinator was focused on this with the PP Co-Ordinator. Participation in this programme means these students also received regular targeted 1:1 support through paired reading scheme delivered by librarian, HLTA or SEN Manager. There are lots of books available to help build students cultural capital and expose them to a wide variety of topics around SMSC. Reading lists are provided by the English and Library team. Literacy identified as whole school priority with whole school compulsory CPD sessions supported by our Literacy Lead. Literacy remains a whole school priority for 2022-23 and is monitored through our Deep Dives, Learning Walks and Subject Review cycles.

School teaching staff led tutoring offered to 100% of our PP students, this in the form of small group interventions or after school sessions delivered by the classroom teachers. NTP tutoring in place for 20 of the lowest achieving Year 10 PP students and 20 Year 9 in both Maths and Science. Attendance and engagement closely monitored by Attendance Officer and Heads of Year. Subject specific revision sessions offered to all PP students. Close liaison with home by PP lead and Head of Year to raise awareness of these sessions and to support attendance.

Targeted work on specific memory techniques is part of our implementation of that intent. 9-5 programme in place for identified students supported by 'priority' and 'also running' revision sessions. Attendance closely monitored by HOY and PP lead. Regular contact with home via PP lead to encourage and attract attendance. Reward scheme to place to support engagement.

In class adaptive learning activities are implemented to support student engagement and closure of gaps. This is evidenced through Learning Dives and also via the performance management cycle. 'Quality First 10 Nov 2022 Teaching' to be an area of focus for 2022-23 with 'Success for All' being identified as one of our Churchmead's whole school priorities There are additional HLTAs/ ELSA support HLTAs assigned to support students.

Wider Strategies Review 2021-22



## Pupil premium strategy statement – Churchmead CofE School

Daily breakfast and homework club was on offer to 100% of PP students. Daily programme in place to support whole school activities such as literacy. Homework club used to support completion of homework and closure of potential gaps. All students read independently at the start of English lessons as part of the whole school positive learning routines. Tutor reading programme in place for Year 7, Year 8 and Year 9.

Across our feeder primary we provide the following:

- Sessions for students with anxiety, self-esteem and resilience related matters
- parent meetings
- Student Support Officer with ELSA status to further support the SEMH needs of our students.

Co-curricular provision was offered 2021-2022. Cultural Capital opportunities within the classroom continued to be developed and highlighted. This is an area of focus moving into 2022-2023 where the PP grid will be filled out to show students part-taking in all aspects of school life. We continued to support our parents and students via our hardship funds. IT equipment has been provided where a need was identified to ensure that all PP students had IT access to enable them to engage with learning. These are still available post lockdown to ensure access to homework on Google Classroom. Wider support is provided in terms of uniform, music lessons, IT equipment, PE kit etc.

Attendance Officer and HOYs monitor attendance of this key group regularly, liaise with family and use incentive rewards to support improved attendance. 2022 results showed some excellent outcomes and we can build on this through 2022/23 as these roles become more established and impact is evidenced. Our assessments demonstrated that pupil behaviour, wellbeing and mental health have been significantly impacted as we are still feeling the impact of COVID-19-related issues such as the socialisation of children and reading ages. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our plans.



## Pupil premium strategy statement – Churchmead CofE School