

Pupil premium strategy statement – [Churchtown 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.

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	729
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	David Swindells (Deputy Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,575
Recovery premium funding allocation this academic year	£14,790
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
Total budget for this academic year <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>	£147,945

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring that every pupil, irrespective of starting point or background, achieve their potential, and use this principle to drive every discussion about the Pupil Premium spending. We ask challenging questions about how effective each action funded by the Pupil Premium has been in improving achievement.

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. The approaches we have adopted complement each other to help pupils to excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point, need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

oral language, reading, vocabulary and expectations.

- However, we are also looking for improved attendance, family support and engagement, developing the skills of the staff and the children, extending opportunities for all children to take part in shared experiences, lowering levels of anxiety, increased self-awareness of emotions and the improved self-esteem of children.

Challenges

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

Challenge number	Detail of challenge
1	<u>Speaking and listening development</u>

	Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.
2	<p><u>Reading & Phonics</u></p> <p>Internal assessments show that some disadvantaged pupils attain less well in the Y1 Phonics check, impacting on their development as readers. Alongside this there has been a lack of engagement with parents to read at home.</p> <p>Assessments show that 61% of our disadvantaged pupils achieve age-related expectations compared to 91% of others. This gap has widened since 2020-2021.</p>
3	<p><u>Attendance & Punctuality</u></p> <p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>Our in-school attendance gap for our disadvantaged children is currently 2% & 19 % of the disadvantaged group fall into the persistent absentee category.</p>
4	<p><u>Social, Emotional & Mental Health</u></p> <p>Our assessments, discussions and observations show Increasing social, emotional & mental health issues that impact on learning for our disadvantaged group. Since the pandemic referrals have increased</p> <ul style="list-style-type: none"> - Covid related issues - Increase in Early Help referrals <p>Increase in DV cases</p>
5	<p><u>Engagement & Attitudes to Learning</u></p> <p>Our observations show a decrease in engagement in some of the disadvantaged children in learning and a change in behaviour in school.</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
Improved oral language/ speaking & listening and vocabulary for all disadvantaged pupils	<p>Evidence of disadvantaged pupils in line with or better than national figures for progress in English.</p> <p>Internal tracking data</p>
Improved Phonics outcomes for all disadvantaged pupils	<p>Evidence that gap has narrowed for disadvantaged pupils in Phonics Tests in Y1 and Y2</p> <p>Internal tracking data</p>
All disadvantaged pupils leave Churchtown as strong readers.	<p>Evidence of disadvantaged pupils in line with or better than national figures for progress in Reading.</p> <p>Internal tracking data</p>
Improved rates of progress in maths fluency for all disadvantaged pupils	Evidence of disadvantaged pupils in line with or

	better than national figures for progress in maths. Internal tracking data
Improved attendance for disadvantaged pupils	Increase percentage attendance for disadvantaged pupils. PP – 94.4 (Autumn) Non-PP 96.5 (Autumn)
Increased profiling of children so children at risk have early intervention and are supported.	Increase in children and families identified and supported Early Help referrals increase as necessary
Increased number of parents engaging in their children's learning in particular reading at home.	Increased number of parents participating in home learning Workshops well attended Parents engaging with Parents evenings and school events
To see increased engagement in learning and change in behaviour in school	Children not attending Reset Room or on behaviour ladder at stage 2, 3,4. Children achieving star awards Children reading at home and handing in homework

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: £90,667

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools (1 Teacher and 1 TA for ½ day per week)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1 3 5 6

Class teacher Forest Trained at Level 3 and deliver forest schools to disadvantaged pupils in Reception (and other vulnerable groups throughout the school) To develop PSED.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	
Additional Teacher in Reception reducing class size	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1 2 3
Read Write Inc Intervention Teacher Fresh Start Years 4 - 6	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3 5 6
NTP reading intervention for year 1-6. Welcomm Speech and Language intervention EYFS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3 5 6
Speech and Language programme – Teaching Assistant Wellcomm Training Wellcomm Resources	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 2 3
Clicker Training All staff trained in use of Clicker, working with emergent writers, English language learners or older children struggling to acquire basic literacy skills, Clicker sentences enables them to learn the key skills necessary for independent writing.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1 2 3 6
RWI Training Working with Ruth Miskin Trainers for RWI to enable all staff to teach phonics effectively Embedding RWI techniques as part of a whole school reading approach and improve reading outcomes across	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 2 3 5 6

the school. This will include professional development, instructional coaching and teacher release time working with external expertise.		
Purchase of Decodable Phonics Books Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge. This will include professional development, instructional coaching and teacher release time working with external expertise from our English hub.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 2 3 6
Maths Consultancy Improving Maths in school (SIP) - CPD training for Teachers, Teaching Assistants Problem Solving / reasoning and challenge – White Rose Basic skills and Fluency	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	3 6
Number Ninja & Maths Passports Fluency and Basic Skills	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3 6

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

Budgeted cost: £ 17,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Tuition	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4 5 6

Children from Nursery to Y6 have a specialised music lesson a week Wider Opportunities in KS2 (take three instruments home to practice during Y4) Peripatetic Tuitions fees paid for disadvantaged pupils		
West Lancs Sports Partnership Clubs, before school, lunchtime and after school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	4 5 6
RWI Training Working with Ruth Miskin Trainers for RWI to enable all staff to teach phonics effectively and improve reading	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 2 3 5 6
5 a day reading in EY & KS1 Children across EY and KS1 read 5 books a day, every day of the week to develop speaking and listening, language and word recognition	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 2 3 6
Reading in KS2 KS2 Children reading class novels (Chosen by the children in the class) each day for 15 mins to develop love of reading and vocabulary and understanding 3 days per week have comprehension lessons linked to all areas of the curriculum to develop reading comprehension and vocabulary	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 2 3 6
IDL An intervention targeting children with dyslexia or low levels English	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1 2 3
Clicker Working with emergent writers, English language learners or older children struggling to acquire basic literacy skills, Clicker Sentences enables them to learn	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1 2 3

the key skills necessary for independent writing.		
Reading Angels Group of volunteer parents hearing readers	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 2
Reading Champions Reading Champions - children in school hear readers at set points everyday	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1 2 3 6
Learning by Questions LbQ is a teaching too that seamlessly fits with any type of learning whether it's in class, blended or remote. It gives timely feedback through scaffolded, engaging and interactive resources.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	

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

Budgeted cost: £ 39,678

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral & Behavioural Manager Working with pupils during the day to reset behaviour and attitudes to learning To help monitor attendance through daily morning gate duty and breakfast club	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	4 5 6
Family Support Worker and Safeguarding Manager Working with families and external agencies to ensure children are safe and emotionally ready to learn	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4 5 6
Attendance Officer Working with the Trust, Local Authority to	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4 5 6

ensure the processes we have in place for attendance are robust and ensure maximum attendance for disadvantaged pupils.	https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances	
Nurture Group Ran every Morning and at the end of school to encourage and support children getting into school	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4 5 6
Visiting Authors Authors in school talking about their books and life stories	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1 2 3
Ziggy the Reading Dog Ziggy comes into school each Monday and works with targeted children to encourage them to read	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 2 5
TLR3 CHUGGS (Churchtown Grief group) Chuggs and Young carers leaders in order to support families and children, track these children carefully and signpost to counselling and other external agencies where necessary	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4 5 6
Counsellor (Trained teacher) 1 day a week Intervention from a qualified Counsellor for children with high level of social, emotional and mental health issues	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4 5 6
Children's University Children's University aims to improve the aspirations and attainment of pupils by providing learning activities beyond the normal school day, such as after-school clubs, visits to universities and museums, and 'social	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	4 5 6

action' opportunities such as volunteering in the community.		
Curriculum Learning – school trips To support access to curriculum learning through school trips, visitors and clubs and outward bounds holidays.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4 5 6
Breakfast club and After School Club Provide places for disadvantaged pupils to attend BC and ASC where necessary	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	4 5 6

Total budgeted cost: £ 147,945

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p><u>1. Speaking and listening development</u></p> <p>78% of pupils eligible for pupil premium in early years were assessed as achieving a good level of development in speaking and listening. This compares with 83.1% at a school level for non-eligible pupils. 79.5% nationally and 76.3% in the local authority.</p>
<p><u>2. Reading & Phonics</u></p> <p>In ks1 36% of pupils eligible for PPG passed the phonics assessment. This compares with 79% in school and 86.7% nationally.</p> <p>This support will increase for pupils eligible for pupil premium in year 2022-2023.</p>
<p><u>3. Attendance & Punctuality</u></p> <p>Attendance for pupils eligible for pupil premium is on average 93.7% with an average of 93.7% for pupils not eligible for pupil premium. This shows there is no marked difference between children eligible and those not. The strategies above have shown to have a positive impact upon the attendance of all pupils especially those who are eligible for the pupil premium grant.</p>
<p><u>4. Social, Emotional & Mental Health</u></p> <p>Children who require social, emotional and mental health support in school has been very dependant on a number of factors that change with time and the child's individual circumstances. All pupils eligible for pupil premium are discussed and closely monitored by the school safeguarding and pastoral team with planned intervention and support provided where required.</p>
<p><u>5. Engagement & Attitudes to Learning</u></p> <p>Engagement data shows that 96% of pupils eligible for pupil premium are assessed as showing at least good levels of engagement with their learning. 70% show excellent engagement with learning. This shows that engagement with learning for pupils eligible for pupil premium is at least in line with those not. The 4% who fall below good levels of engagement have carefully planned intervention and support with the aim of improving this engagement further.</p>

Service pupil premium funding

<p>How our service pupil premium allocation was spent last academic year</p> <p>Service children were supported through pastoral support interventions facilitated through our pastoral team. This took place at differing points through the year as both a proactive strategy with planned support sessions and a reactive situation as need occurred. Another element to this support was supported funding for clubs, this allowed service children to access after school clubs.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p> <p>All children who required support with funding for after school clubs received this. Engagement and well-being for service children closely monitored, indicates that service children are broadly in line with their peers in terms of engagement and achievement. Social, emotional and mental health of these children is monitored by the schools pastoral and safeguarding teams. Currently this indicates there is little required</p>

intervention to support any areas of difficulty, however regular check ins still take place when required.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.