

# 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	645
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	David Swindells (Deputy Headteacher)
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,092
Recovery premium funding allocation this academic year	£13,195
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>	£140,287

# 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><b><u>Reading &amp; Phonics</u></b></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><b><u>Attendance &amp; Punctuality</u></b></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 2.8% &amp; 26.1 % of the disadvantaged group fall into the persistent absentee category.</p>
4	<p><b><u>Social, Emotional &amp; Mental Health</u></b></p> <p>Our assessments, discussions and observations show increasing social, emotional &amp; mental health issues that impact on learning for our disadvantaged group. In recent years the number of referrals to mental health support (CAMHs) have increased, along with families requiring support through early intervention and social care.</p>
5	<p><b><u>Engagement &amp; Attitudes to Learning</u></b></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, lesson observations and ongoing assessment.</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, pupil voice reflecting a love of learning,</p>
Improved rates of progress in maths fluency for all disadvantaged pupils	<p>Evidence of disadvantaged pupils in line with or better than national figures for progress in maths.</p> <p>Successful implementation of mastering number</p>

	and maths mastery projects in school.  Internal tracking data
Improved attendance for disadvantaged pupils	Increase percentage attendance for disadvantaged pupils. Gap narrowed with non-disadvantaged pupils.
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 attending Reset Room or on behaviour ladder at stage 2, 3,4 less frequently  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: £81,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools (1 Teacher and 1 TA for	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1 3 5

<p><b>½ day per week) (£4602)</b></p> <p>Class teacher Forest Trained at Level 3 and deliver forest schools to disadvantage d pupils in Reception (and other vulnerable groups throughout the school) To develop PSED.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	
<p><b>NTP reading intervention for year 1-6.</b></p> <p><b>Welcomm Speech and Language intervention EYFS</b></p> <p><b>(£20,850)</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1 2 3 5</p>
<p><b>RWI Training (£510)</b></p> <p>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 the school. This will include professional development, instructional coaching and teacher release time working with external expertise.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1 2 3 5</p>

<p><b>Embedding of maths mastery approaches throughout school</b></p> <p>(Funded through maths hub)</p> <p>School has lead teachers who are working on mastering number (R-Y2)</p> <p>And mastery maths projects across the school</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1':</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	<p>3</p>
<p><b>Number Ninja &amp; Maths Passports (£240)</b></p> <p>Fluency and Basic Skills</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	<p>3 6</p>
<p><b>Spelling books from RWI scheme (£2100)</b></p> <p>Purchase of specific read write inc spelling scheme books to further support spelling .</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
<p><b>Use of teaching assistants in EY &amp; KS1 classes (£53,647)</b></p> <p>Each KS1 class to have a teaching assistant alongside the teacher to provide additional in class support.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1 2 5</p>

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

Budgeted cost: £ 4540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Music Tuition (£2300)</b>            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</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>4 5</p>
<p><b>West Lancs Sports Partnership</b> Clubs, , lunchtime and after school</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>4 5</p>
<p><b>5 a day reading in EY &amp; KS1 (£1000)</b>            Children across EY and KS1 read 5 books a day, every day of the week to develop speaking and listening, language and word recognition</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1 2 3</p>
<p><b>Reading in KS2 (£1000)</b>            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</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1 2 3</p>
<p><b>IDL (£240)</b>            An intervention targeting children with dyslexia or low levels English</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	<p>1 2 3</p>

<b>Reading Angels</b> Group of volunteer parents hearing readers	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1 2
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 53,798

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Pastoral &amp; Behavioural Manager (£31,032)</b> 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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	4 5
<b>Attendance Officer (£19,766)</b> Working with the Trust, Local Authority to ensure the processes we have in place for attendance are robust and ensure maximum attendance for disadvantaged pupils.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  <a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a>	4 5
<b>Nurture Group</b> Ran every Morning and at the end of school to encourage and support children getting into school	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4 5
<b>Visiting Authors</b> Authors in school talking about their books and life stories	<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>	1 2 3
<b>Ziggy the Reading Dog</b> Ziggy comes into school each Monday and works with targeted children to encourage them to read	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1 2 5



<p><b>CHUGGS</b> (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</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4 5</p>
<p><b>Children’s University (£2000)</b> 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 action’ opportunities such as volunteering in the community.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>4 5</p>
<p><b>Curriculum Learning – school trips (£1000)</b> To support access to curriculum learning through school trips, visitors and clubs and outward bounds holidays.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4 5</p>

**Total budgeted cost: £140,287**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p><b><u>1. Speaking and listening development</u></b> 30% of pupils eligible for pupil premium in early years were assessed as achieving a good level of development in speaking and listening. It is important to recognise that 33% of the pupils eligible for pupil premium also had at least 1 other recognised disadvantage (SEND or EAL)</p>
<p><b><u>2. Reading &amp; Phonics</u></b> In KS1 61% of pupils eligible for PPG passed the phonics assessment this is a significant increase on the previous year. This compares with 81% in school who are not eligible for pupil premium and 67% disadvantaged nationally</p>
<p><b><u>3. Maths</u></b> In KS1 33% of disadvantaged pupils met the expected standard for maths. This compares to 74% of pupils not eligible for pupil premium In KS2 43% of disadvantaged pupils met the expected standard for maths. This compares to 80% of pupils not eligible for pupil premium.</p>
<p><b><u>3. Attendance &amp; Punctuality</u></b> Attendance for pupils eligible for pupil premium is on average 92.27% with an average of 95.07% for pupils not eligible for pupil premium. This shows there is no marked difference between children eligible and those not, this gap is slightly narrowing year on year. 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. 26.13% of children that are persistently absent are eligible for pupil premium, this has increased from the previous year. School is reviewing these on a case by case basis and implementing individual family support.</p>
<p><b><u>4. Social, Emotional &amp; Mental Health</u></b> 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><b><u>5. Engagement &amp; Attitudes to Learning</u></b> Engagement data shows that 97% of pupils eligible for pupil premium are assessed as showing at least good levels of engagement with their learning. This shows that engagement with learning for pupils eligible for pupil premium is at least in line with those not. The 3% 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><b>How our service pupil premium allocation was spent last academic year</b></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. One main element of this is the lunchtime nurture club which the pastoral team lead on. Another element to this support was supported funding for clubs, this allowed service children to access after school clubs.</p>

### **The impact of that spending on service pupil premium eligible pupils**

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

In order to develop communication between home and school, we have invested in a learning platform that parents can view their child's work. This will allow the families serving away from home to still be connected to their child's learning.

## 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.*