

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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   | Churchtown Primary School        |
| Number of pupils in school  | 775                              |
| Proportion (%) of pupil premium eligible pupils   | 103                              |
| 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   | December 2021                    |
| Date on which it will be reviewed   | July 2022                        |
| Statement authorised by   | Jinnie Payne<br>Belinda Taylor   |
| Pupil premium lead  | Jeanette Healy<br>Assistant Head |
| Governor / Trustee lead   |                                  |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £133,155 |
| Recovery premium funding allocation this academic year  | £62,400  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £195,555 |

# 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                | <b><u>Speaking and listening development</u></b><br>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>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>  |
| 4 | <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% &amp; 31.5% of the disadvantaged group fall into the persistent absentee category.</p>   |
| 5 | <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. Since the pandemic referrals have increased</p> <ul style="list-style-type: none"> <li>- Covid related issues</li> <li>- Increase in Early Help referrals</li> <li>- Increase in DV cases</li> </ul>              |
| 6 | <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</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> |

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|--|---|
| 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.<br><br>Internal tracking data                                      |
| Improved attendance for disadvantaged pupils   | Increase percentage attendance for disadvantaged pupils.<br><br>PP – 94.4 (Autumn)<br><br>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<br><br>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<br><br>Workshops well attended<br><br>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.<br><br>Children achieving star awards<br><br>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 |
|---|--|-------------------------------|
| <p><b>Forest Schools</b><br/>(1 Teacher and 1 TA for ½ day per week)</p> <p>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.</p>                              | <p><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></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>  | 1<br>3<br>5<br>6              |
| <p><b>Additional Teacher in Reception reducing class size</b></p>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>   | 1<br>2<br>3                   |
| <p><b>Read Write Inc Intervention Teacher Fresh Start Years 4 - 6</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> | 1<br>2<br>3<br>5<br>6         |
| <p><b>Speech and Language programme – Teaching Assistant</b><br/><b>Wellcomm Training</b><br/><b>Welcomm Resources</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>   | 1<br>2<br>3                   |
| <p><b>Clicker Training</b><br/>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.</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>   | 1<br>2<br>3<br>6              |
| <p><b>RWI Training</b><br/>Working with Ruth Miskin Trainers for RWI to enable all staff to teach phonics</p>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a></p>   | 1<br>2                        |

|   |  |                  |
|---|--|------------------|
| 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.  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">learning-toolkit/oral-language-interventions</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>   | 3<br>5<br>6      |
| <b>Purchase of Decodable Phonics Books</b><br>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. | <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><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> | 1<br>2<br>3<br>6 |
| <b>Maths Consultancy</b><br>Improving Maths in school (SIP) - CPD training for Teachers, Teaching Assistants<br><br>Problem Solving / reasoning and challenge – White Rose<br><br>Basic skills and Fluency  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  | 3<br>6           |
| <b>Number Ninja &amp; Maths Passports</b><br>Fluency and Basic Skills   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a><br><br><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> | 3<br>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 |
|--|---|-------------------------------|
| <b>Music Tuition</b><br>Children from Nursery to Y6 have a specialised music lesson a week<br>Wider Opportunities in KS2 (take three instruments home to practice during Y4) | <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> | 4<br>5<br>6                   |

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|---|--|-----------------------|
| Peripatetic Tuitions fees paid for disadvantaged pupils   |  |                       |
| <b>West Lancs Sports Partnership</b><br>Clubs, before school, lunchtime and after school  | <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>  | 4<br>5<br>6           |
| <b>RWI Training</b><br>Working with Ruth Miskin Trainers for RWI to enable <b>all staff</b> to teach phonics effectively and improve reading  | <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><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>   | 1<br>2<br>3<br>5<br>6 |
| <b>5 a day reading in EY &amp; KS1</b><br>Children across EY and KS1 read 5 books a day, every day of the week to develop speaking and listening, language and word recognition   | <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><br><br><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<br>2<br>3<br>6      |
| <b>Reading in KS2</b><br>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<br>3 days per week have comprehension lessons linked to all areas of the curriculum to develop reading comprehension and vocabulary | <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><br><br><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<br>2<br>3<br>6      |
| <b>IDL</b><br>An intervention targeting children with dyslexia or low levels English  | <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>  | 1<br>2<br>3           |
| <b>Clicker</b><br>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.   | <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>  | 1<br>2<br>3           |
| <b>Reading Angels</b><br>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<br>2                |

|  |  |                  |
|--|--|------------------|
| <b>Reading Champions</b><br>Reading Champions - children in school hear readers at set points everyday   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a>  | 1<br>2<br>3<br>6 |
| <b>Learning by Questions</b><br>LbQ is a teaching too that seamlessly fits with any type of learning whether it's in class, blended or remote.<br>It gives timely feedback through scaffolded, engaging and interactive resources. | <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><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> |                  |

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

Budgeted cost: **£90,041**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <b>Pastoral &amp; Behavioural Manager</b><br>Working with pupils during the day to reset behaviour and attitudes to learning<br>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><br><br><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<br>5<br>6                   |
| <b>Family Support Worker and Safeguarding Manager</b><br>Working with families and external agencies to ensure children are safe and emotionally ready to learn   | <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<br>5<br>6                   |
| <b>Attendance Officer</b><br>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><br><br><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<br>5<br>6                   |
| <b>Daily Mile Club</b><br>2 Teaching Assistants running every morning with children Playground markings to encourage children to take part  | <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<br>5<br>6                   |



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| <p><b>Nurture Group</b><br/>Ran every Morning and at the end of school to encourage and support children getting into school</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<br/>5<br/>6</p>       |
| <p><b>Visiting Authors</b><br/>Authors in school talking about their books and life stories</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<br/>2<br/>3</p>       |
| <p><b>Parental Workshops in Reading and Phonics</b></p>  | <p><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></p>                     | <p>1<br/>2<br/>4<br/>6</p> |
| <p><b>Ziggy the Reading Dog</b><br/>Ziggy comes into school each Monday and works with targeted children to encourage them to read</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>1<br/>2<br/>5</p>       |
| <p><b>TLR3 CHUGGS</b><br/>(Churchtown Grief group)<br/>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<br/>5<br/>6</p>       |
| <p><b>Counsellor</b><br/>(Trained teacher) 1 day a week<br/>Intervention from a qualified Councillor for children with high level of social, emotional and mental health issues</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<br/>5<br/>6</p>       |
| <p><b>Children's University</b><br/>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<br/>5<br/>6</p>       |
| <p><b>Curriculum Learning – school trips</b><br/>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<br/>5<br/>6</p>       |
| <p><b>Breakfast club and After School Club</b><br/>Provide places for disadvantaged pupils to attend BC and ASC where necessary</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<br/>5<br/>6</p>       |

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| <p><b>Well Being Champions</b><br/>Well-being champions meet each week to discuss mental health issues and strategies that can be taught to classes - Hello Yellow day, anti-bullying weeks</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></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<br/>5<br/>6</p> |
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**Total budgeted cost: £ 198,308**

# 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 2020 to 2021 academic year.

*Returning to school in September we used our Return to School Strategy to meet the academic, social and emotional needs of our children – this looked at teaching, targeted academic support and wider strategies e.g. social and emotional support.*

*On returning to school in March after the second lockdown we continued to develop our Return to school strategy. All core and foundation subjects were taught since children have returned to school. The curriculum was not narrowed, gaps were targeted through the specific subject area.*

*In Summer, clubs resumed, forest school started again, local visits and trips took place, visits to the local sports clubs and sports days all helped in supporting children’s mental health and wellbeing as well as supporting families.*

*Although no statutory assessments took place last year. Reading and the teaching of phonics was a key focus from the beginning of September, with 5 a day reading, class novels and Read, Write, Inc phonics teaching. The impact of which can be seen in the results.*

*Year 2 phonics (Dec 2020) - 85.6% met expected standard*

*Year 2 Phonics ( Dec 2021) – 87.4% met expected standard*

| Estab. No.  |                           | Cohort |      | Mark |       |       |       |       |      | Outcome |      |      |       |       |  |
|-------------|---------------------------|--------|------|------|-------|-------|-------|-------|------|---------|------|------|-------|-------|--|
| Estab. Name |                           | Score  | No   | 0-15 | 16-23 | 24-31 | 32-36 | 37-40 | APS  | Q       | A    | D    | WT    | WA    |  |
| -           | Local Authority           | 2,944  | 2.2% | 7.0% | 4.9%  | 6.7%  | 29.1% | 50.2% | 33.5 | 0.0%    | 0.4% | 1.8% | 18.5% | 79.3% |  |
|             | Female                    | 1,403  | 0.9% | 5.6% | 3.9%  | 6.8%  | 31.3% | 51.5% | 34.1 | 0.0%    | 0.1% | 0.7% | 16.3% | 82.8% |  |
|             | Male                      | 1,541  | 3.4% | 8.2% | 5.7%  | 6.6%  | 27.2% | 49.0% | 32.9 | 0.0%    | 0.6% | 2.8% | 20.4% | 76.2% |  |
| 2032        | Churchtown Primary School | 103    | 0.0% | 4.9% | 3.9%  | 3.9%  | 25.2% | 62.1% | 34.8 | 0.0%    | 0.0% | 0.0% | 12.6% | 87.4% |  |
|             | Female                    | 45     | 0.0% | 2.2% | 2.2%  | 4.4%  | 24.4% | 66.7% | 36.2 | 0.0%    | 0.0% | 0.0% | 8.9%  | 91.1% |  |
|             | Male                      | 58     | 0.0% | 6.9% | 5.2%  | 3.4%  | 25.9% | 58.6% | 33.6 | 0.0%    | 0.0% | 0.0% | 15.5% | 84.5% |  |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
| Welcomm          |                 |
| IDL              |                 |
| LBQ              |                 |
| Clicker          | Cricksoftware   |
| Read Write Inc   | Ruth Miskin     |