

Pupil premium strategy statement Churchfield CE Primary Academy

1. Summary information					
School	Churchfield CE Primary Academy				
Academic Year	2021-22	Total PP budget	£81,975	Date of most recent PP Review	Sept 20
Total number of pupils	137	Number of pupils eligible for PP	45 (33%)	Date for next internal review of this strategy	Jan 22

2. Current attainment (from 2020/2021 internal assessment)

Due to the closure of school from January 2021 to the start of March 2021 for almost all children, there is no standardised end of key stage data. We assessed all children when they returned to us in September 2021, at various points throughout the year and at the end of the year. Funding has been allocated for 2021/22 based on these outcomes. The information below shows children that stayed the same, or accelerated based on their 'flight path'. It should be noted that this does not reflect attainment levels for each year group.

	Reading		Writing		Maths	
	Non-PP	PP	Non-PP	PP	Non-PP	PP
<i>Year 1</i>						
<i>% accelerating</i>	50%	40%	30%	60%	20%	60%
<i>% remaining the same</i>	50%	60%	70%	40%	80%	40%
<i>Year 2</i>						
<i>% accelerating</i>	55%	0%	73%	20%	18%	20%
<i>% remaining the same</i>	45%	100%	27%	80%	82%	80%
<i>Year 3</i>						
<i>% accelerating</i>	29%	33%	36%	11%	43%	67%
<i>% remaining the same</i>	64%	37%	64%	89%	57%	33%
<i>Year 4</i>						
<i>% accelerating</i>	14%	14%	57%	29%	43%	29%
<i>% remaining the same</i>	86%	57%	43%	57%	57%	57%
<i>Year 5</i>						
<i>% accelerating</i>	12%	10%	35%	10%	47%	40%
<i>% remaining the same</i>	88%	90%	65%	90%	47%	50%
<i>Year 6</i>						
<i>% accelerating</i>	14%	14%	57%	50%	64%	36%
<i>% remaining the same</i>	86%	86%	43%	50%	36%	64%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children have missed a significant amount of learning time from January to March 2021, having already missed a significant part of the previous year
B.	Unable to be flexible with staffing classes and intervention groups due to class bubbles
C.	Lack of 'life experiences' and wider understanding of local, national and global culture, history, geography and issues.
D.	Social, Emotional and Mental Health needs of PP children (27% of PP children are looked after, previously looked after, on Child in Need or Child Protection plans)
E.	22% of PP children are classed as SEN Support
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Parental engagement (home learning) Participation in learning whilst at home during lockdown Lower attendance due to COVID19

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure that all PP children who regressed or remained the same through lockdown make accelerated progress to catch up and be on track to meet end of year targets	Children make accelerated progress through the year, ensuring they meet their end of year targets (based on prior attainment)
B.	Children will have received a broad and rich curriculum, achieving in-line with non-PP peers	Data will show that PP children have achieved in-line with non-PP children.
C.	PP children with identified SEMH needs will be engaged in learning and achieve in-line with other children.	Identified children will have achieved in-line with others. Reducing number of recorded behaviour incidents for these children.
D.	Reading outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap)	For PP children to achieve the end of KS1 / KS2 reading expectations (in line with the national average)
E.	Writing outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap)	For PP children to achieve the end of KS1 / KS2 writing expectations (in line with the national average)
F.	Maths outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap)	For PP children to achieve the end of KS1 / KS2 maths expectations (in line with the national average)

5. Planned expenditure

Academic year

2021-2022

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that all PP children who regressed or remained the same through lockdown make accelerated progress to catch up and be on track to meet end of year targets	Actions outlined in recovery curriculum Use of pre-teaching to cover individual and small group gaps Use of AfL strategies to identify whole-class gaps and plan to address these before starting to work at year-group expectations.	Keep up not catch up approach is seen as good practice	Raising Standards enquiries Data drops Pupil Progress Meetings Raising Achievement Board meetings Progress Board meetings	SLT	Baseline and then termly data drops Review continually as part of Academy Improvement Plan review. On-going monitoring of books and learning walks
Closing the gap between PP and non-PP children	Targeted teacher and TA led intervention, including purchase of specific resources and specialised training for staff	Regular specific intervention and guided groups has proven to be an effective way to raise attainment for this group pupils.	Raising Standards enquiries Data drops Pupil Progress Meetings Raising Achievement Board meetings Progress Board meetings	SLT	Termly formal review with on-going monitoring of books and learning walks

Children will have received a broad and rich curriculum, achieving in-line with non-PP peers	Newly developed curriculum plans are in place Increased number of visits and visitors. Visits and visitors planned to fit topics. Subsidy to residential visit and other visits.	Review of wider-curriculum alongside academy trust recognised gaps in skills and knowledge development and a lack of coherence in sequencing. Previous analysis of curriculum assessment data and monitoring though pupil voice shows a lack of cultural capital, which is most pronounced amongst PP children.	Raising Standards enquiries Data drops Pupil Progress Meetings Raising Achievement Board meetings Progress Board meetings	SLT	Termly formal review with on-going monitoring of books and learning walks
Total budgeted cost					£50,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the social and emotional well-being and mental health of PP children.	To provide counselling, HOPE project work, nurture and Positive Play for targeted children. Forest Schools	Impact of these interventions from previous years has been substantial	Feedback from SAFS worker Reduction in recorded behaviour incidents Safeguarding referrals	MP – HOPE GL - SENCo	Half-termly feedback Behaviour and Safeguarding reports in Principal's report termly.
Total budgeted cost					£30,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To increase engagement with learning at home and encourage further parental support.	Use of Knowledge Organisers. Menu of home-learning tasks Class Dojo links to parents	Following a trial engagement with home-learning remained high Use of Class Dojo was one of the successes of the lockdown period and has opened up communication and engagement opportunities	Attendance at open mornings (record) Records of children completing home-learning tasks Record parent helpers on visits	SLT	Termly After each class open morning and visit.

	<p>Invite parents of PP children in to school as volunteers and to accompany children on visits.</p> <p>Class open mornings/ class assemblies</p>	<p>Class assemblies and open mornings regularly have attendances where over 50% of children with an adult attending visits.</p>			
<p>To give children important knowledge about healthy eating and lifestyles</p>	<p>Joining the pilot of Active Bodies, Healthy Minds run by Premier Sport</p>	<p>A new programme designed to promote healthy living, which gives children 6 weeks of activities in school followed by 6 weeks to be completed at home. Participants will also receive vouchers for healthy food and get to participate in a cookery workshop for children and their parents.</p>	<p>Monitor session delivered in school. See completed record cards</p>	<p>GL</p>	<p>At the end of the 12 week programme.</p>
<p>To ensure children do not start the day hungry.</p>	<p>Provide bagels for all children through Magic Breakfast and targeted children to join breakfast club free of charge.</p>	<p>This has been in place in school for several years and take up is excellent. Noticeable differences in learning seen for children, especially those targeted for breakfast club spots.</p>	<p>Monitor breakfast club numbers Monitor take up of bagels in class.</p>	<p>GL/ SE</p>	<p>Termly</p>
<p>To ensure children have all necessary uniform and equipment to be able to attend school and join lessons</p>	<p>Purchases made of spare and replacement uniform, shoes etc</p>	<p>These actions in previous years have improved self-esteem, attendance, behaviour and engagement with learning in previous years.</p>	<p>Log purchases made and cross-reference with behaviour, attendance, well-being and achievement data</p>	<p>SLT SBM</p>	<p>Per purchase</p>
<p>Total budgeted cost</p>					<p>£2,000</p>

6. Review of Expenditure

Spending for Academic Year 2020 - 2021

Allocated grant 2020 - 2021: £92,735

Desired outcome	Chosen action/approach	Cost	Impact
i. Quality of teaching for all			
To ensure that all PP children who regressed or remained the same through lockdown make accelerated progress to catch up and be on track to meet end of year targets	<p>Actions outlined in recovery curriculum</p> <p>Use of pre-teaching to cover individual and small group gaps</p> <p>Use of AfL strategies to identify whole-class gaps and plan to address these before starting to work at year-group expectations.</p>	£47,233	<p>Pupil Premium children narrowed gaps in many areas of the curriculum across Years 1 – 3</p> <p>Pupil Premium children maintained their rates of progress in comparison with their peers.</p> <p>Use of COVID Catch-up premium has been used to target a higher proportion of PP children than non-PP and has also had an impact on accelerated progress</p>
Closing the gap between PP and non-PP children	<p>Targeted teacher and TA led intervention.</p> <p>Maintain as high an adult: child ratio as possible</p>		<p>Additional adults places in classes with a higher proportion of PP children to enable additional support to be put in place for those not on SEND list, and to provide support above the 10 hours per week expected for those on SEND list.</p> <p>The vast majority of PP children who are also on SEND made accelerated progress in writing and all made accelerated progress in reading and maths.</p>
Children will have received a broad and rich curriculum, achieving in-line with non-PP peers	<p>Use of Edison Learning's Connected Curriculum.</p> <p>Increased number of visits and visitors. Visits and visitors planned to fit topics.</p> <p>Subsidy to residential visit and other visits.</p>		<p>Opportunities for visits and visitors were limited by COVID19 restrictions and measures.</p> <p>Visits to Outdoor Education centre, Twycross Zoo etc subsidised for PP children</p>
ii. Targeted support			

To improve the social and emotional well-being and mental health of PP children.	To provide counselling, HOPE project work, nurture and Positive Play for targeted children. Forest Schools	£38,352	Recorded behaviour incidents (often a marker for social, emotional and well-being difficulties) dropped markedly over the course of the year. From an average of 4 per child per week in September to less than 1 per child per week in July) More than 50 children (including 75% of PP children) have accessed support from Student and Family Support Worker.
iii. Other approaches			
To increase engagement with learning at home and encourage further parental support.	Use of Knowledge Organisers. Menu of home-learning tasks Class Dojo links to parents Invite parents of PP children in to school as volunteers and to accompany children on visits. Class open mornings/ class assemblies	£7,150	
To ensure that PP children have access to IT equipment and internet to enable them to learn at home if forced to isolate or as part of normal learning expectations	Survey parents to establish what capacity there is at home for remote learning Order the hardware necessary to support all children should they need to isolate Order hardware necessary to support children in school and take advantage of the on-line learning opportunities now on offer		Contribution to online applications etc to support home-learning, additional to the funded IT equipment received from the DfE. 95% of PP children who were at home engaged with home-learning when isolating and during closures 40% of PP children were in school as 'vulnerable' learners.
To ensure children have all necessary uniform and equipment to be able to attend school and join lessons	Purchases made of spare and replacement uniform, shoes etc		Uniform and equipment was purchased as necessary, having a positive impact on engagement, learning and self-esteem.