

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	Churchfield CE Primary Academy
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Local Academy Committee
Pupil premium lead	Mr Lloyd
Governor / Trustee lead	Miss Cruxton

Funding overview

Detail	Amount,
Pupil premium funding allocation this academic year	£81,975
Recovery premium funding allocation this academic year	£7,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£89,950

Part A: Pupil premium strategy plan

Statement of intent

- Walking together in the light of the Lord, we aim to create a supportive and safe environment where we encourage each other to be the best we can be. At Churchfield we learn to take pride in our successes and aspire to make a positive difference for ourselves, the local community, and the wider world.
- Through use of the pupil premium we aim to narrow gaps in achievement and attainment between pupils in receipt of the pupil premium and others.
- Through use of the pupil premium we aim to enrich and enhance our curriculum and the children's experiences of it.
- We aim to give access to wider opportunities for children in receipt of the pupil premium.

Challenges

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

Challenge number	Detail of challenge
1	Children have missed a significant amount of learning time from January to March 2021, having already missed a significant part of the previous year
2	When comparing attainment of children in receipt of pupil premium with those who are not, there are gaps between rates of progress and attainment across most cohorts and subjects, with gaps being most pronounced in writing
3	Unable to be flexible with staffing classes and intervention groups due to class bubbles
4	Lack of 'life experiences' and wider understanding of local, national and global culture, history, geography and issues.
5	Social, Emotional and Mental Health needs of PP children (27% of PP children are looked after, previously looked after, or are currently or have recently been subject to Child in Need or Child Protection plans)
6	22% of PP children are classed as SEN Support
7	Parental engagement (home learning) Participation in learning whilst at home during lockdown Lower attendance due to COVID19

8	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
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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
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)
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.
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.
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)
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)
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)

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

Budgeted cost: £ 54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Children will have received a broad and rich curriculum, achieving in-line with non-PP peers</p> <p>Newly developed curriculum plans are in place</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>Review of wider-curriculum alongside academy trust recognised gaps in skills and knowledge development and a lack of coherence in sequencing.</p> <p>Previous analysis of curriculum assessment data and monitoring through pupil voice shows a lack of cultural capital, which is most pronounced amongst PP children.</p>	4
<p>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> <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>	<p>Keep up, not catch up approach is seen as good practice</p>	1, 2
<p>Closing the gap between PP and non-PP children</p>	<p>Regular specific intervention and guided groups has proven to be an effective way to raise attainment for this group pupils.</p>	1, 2

<p>Targeted teacher and TA led intervention, including purchase of specific resources and specialised training for staff</p> <p>Maintain as high an adult: child ratio as possible</p>		
<p>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>		1, 2
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>CPD staff training to run alongside implementation of new programme.</p> <p>New phonic decodable texts to be purchased to run alongside new programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	8

Targeted academic support

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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	5
Additional tutoring, in conjunction with the School-led Tutoring funding	Additional tutoring to close the gap has been shown to accelerate progress.	1, 2, 3, 5, 6, 7

Wider strategies

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase engagement with learning at home and encourage further parental support.	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 Class assemblies and open mornings regularly have attendances where over 50% of children with an adult attending	7
To give children important knowledge about healthy eating and lifestyles Joining the pilot of Active Bodies, Healthy Minds run by Premier Sport	This is a pilot project. The project will enable children to learn more about healthy lifestyles and engage in additional weekly physical activity. There is also opportunity for parent/child workshops.	4, 5, 7
To ensure children do not start the day	Breakfast clubs have had a proven impact on attainment and attendance nationally and through previous experience at Churchfield.	1, 2, 5

hungry – membership of Magic Breakfast		
To ensure children have all necessary uniform and equipment to be able to attend school and join lessons	Self-esteem plays an important role in children being ready to learn	2

Total budgeted cost: £ 82,000

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.

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	
	<i>Non-PP</i>	<i>PP</i>	<i>Non-PP</i>	<i>PP</i>	<i>Non-PP</i>	<i>PP</i>
<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>						

% accelerating	12%	10%	35%	10%	47%	40%
% remaining the same	88%	90%	65%	90%	47%	50%
Year 6						
% accelerating	14%	14%	57%	50%	64%	36%
% remaining the same	86%	86%	43%	50%	36%	64%

- Pupil Premium children narrowed gaps in many areas of the curriculum across Years 1 – 3
- Pupil Premium children maintained their rates of progress in comparison with their peers.
- 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
- Additional adults placed 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.
- 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.
- Opportunities for visits and visitors were limited by COVID19 restrictions and measures. However, visits to Outdoor Education centre, Twycross Zoo etc were subsidised for PP children, resulting in better attendance.
- 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.
- 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.
- Uniform and equipment was purchased as necessary, having a positive impact on engagement, learning and self-esteem.

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

Programme	Provider
HOPE (Helping Our Pupils Emotions)	Burden Basket