

# Pupil premium strategy statement – Churchfield C.E. Primary Academy

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	132
Proportion (%) of pupil premium eligible pupils	43% (57 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 <b>2023/24</b>
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Local Academy Committee
Pupil premium lead	Mr. G. Lloyd
Governor / Trustee lead	Mrs J White

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,115
Recovery premium funding allocation this academic year	£7,685
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>	£78,920

# 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 (28% 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	23% of PP children are classed as SEN Support and 2% have an EHCP
7	Parental engagement (home learning) Participation in learning whilst at home during lockdown Lower attendance due to COVID19

8	The current rising cost of living will have an impact on those with the lowest incomes. This will potentially impact on provision of food, equipment, uniform and participation in extra-curricular events where a cost is incurred.
9	65% of children with the lowest attendance are PP children. This increases to 80% of those children with attendance below 85% being PP children.

Challenges 1, 3 and 7 are no longer present due to lifting of Covid restrictions, however, they were at the start of this 3-year planning period.

Challenges 8 and 9 are additional challenges identified as part of the 2022/23 review.

## 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)
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### Additional targets added to plan for 2022/23

Intended outcome	Success criteria
EYFS outcomes to show accelerating progress for PP children vs Baseline assessments by the end of Reception year	A higher proportion of PP children will have met ELG targets than at baseline
Phonics screening outcomes for disadvantaged children to be in line with their non-PP peers.	For PP children to achieve a similar pass rate to their non-PP peers at the end of Year 1.

Note that small cohort sizes mean percentages can vary greatly based on the achievements of just one child.

### 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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Previous analysis of curriculum assessment data and monitoring though pupil voice shows a lack of cultural capital, which is most pronounced amongst PP children.</p> <p>EEF Toolkit</p> <p>Arts participation +3 months progress</p>	2, 4, 6, 8

Subsidy to residential visit and other visits.		
<p>Closing the gap between PP and non-PP children</p> <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>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>Regular specific intervention and guided groups has proven to be an effective way to raise attainment for this group pupils.</p> <p>Keep up, not catch up approach is seen as good practice</p> <p>EEF Toolkit Collaborative learning +5 months progress Feedback +6 months Reading Comprehension strategies +6 months Reducing Class sizes +2 months TA intervention +4 months</p>	2, 6
Continue to resource Essential Letters and Sounds phonics programme	EEF Toolkit Phonics +5 months	2, 6
A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.	EEF Toolkit Reading Comprehension strategies +6 months Parental engagement +4 months	2, 4, 6, 7
Identifying training needs to upskill staff to deliver the above activities.		2, 4, 5, 6, 7, 8, 9

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the social and emotional well-being and mental health of PP children</p> <p>To provide counselling, HOPE project work, nurture and Positive Play for targeted children, with Student and Family Support Worker.</p> <p>Forest Schools</p>	<p>Impact of these interventions from previous years has been substantial</p> <p>EEF Toolkit</p> <p>Behavioural interventions +4 months</p> <p>Mentoring +2 months</p> <p>Meta-cognition and self-regulation +7 months</p> <p>Social and emotional learning +4 months</p>	<p>2, 4, 5, 6, 7, 8, 9</p>
<p>Identifying training needs to upskill staff to deliver the above activities.</p>		<p>2, 4, 5, 6, 7, 8, 9</p>

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

Budgeted cost: £8,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure children do not start the day hungry	Breakfast clubs have had a proven impact on attainment and attendance nationally and through previous experience at Churchfield.	2, 8, 9
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	5, 8, 9
Attendance clinics and follow-up support	Previous activity has shown an increase in attendance.	2, 5, 8, 9
Funded Breakfast Club places to improve punctuality	Previous activity has shown an improvement in punctuality for targeted children,	2, 5, 8, 9

**Total budgeted cost: £77,115**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2022- 2023

		Reading		Writing		Maths	
		PP	non-PP	PP	non-PP	PP	non-PP
Year 1	18 (9pp)	63%	70%	63%	70%	63%	80%
Year 2	19 (5pp)	60%	93%	20%	93%	60%	93%
Year 3	13 (5pp)	33%	67%	33%	67%	66%	88%
Year 4	16 (6pp)	29%	80%	29%	80%	29%	70%
Year 5	22 (10pp)	70%	84%	50%	67%	70%	84%
Year 6	17 (7pp)	28%	80%	43%	100%	14%	80%

The table above compares the end of year outcomes for disadvantaged pupils and those of their peers.

- There is a significant gap between PP and non-PP children in writing

		GLD Achieved	
		PP	non-PP
Reception	24 (19pp)	65%	70%

- Both groups within the cohort achieved well and gaps between PP and non-PP have narrowed.

Desired Outcomes	Impact
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	Recovery Premium continued to narrow gaps last year, especially in Year 6 where a significant proportion of the funding was invested.
Children will have received a broad and rich curriculum, achieving in-line with non-PP peers	Internal assessment shows that disadvantaged children are achieving in-line with their peers.
PP children with identified SEMH needs will be engaged in learning and achieve in-line with other children.	Identified children achieving academically in-line with similar peers. Significant reduction in behaviour incidents recorded and 0 fixed term exclusions - continued in 22/23
Reading outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap)	Disadvantaged children remain behind their non-disadvantaged peers at the end of both key stages.

Writing outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap)	Disadvantaged children remain behind their peers at KS1 and KS2.
Maths outcomes for disadvantaged children at the end of KS1 and KS2 to be in line with their non PP peers (closing the gap)	Disadvantaged children remain behind their peers at KS1 and KS2 however gaps continue to be narrower in the Maths than in other subjects.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
HOPE (Helping Our Pupils Emotions)	Burden Basket
Essential Letters and Sounds	Oxford University Press
Breakfast provision	Magic Breakfast

## Service pupil premium funding

None received this academic year