# Pupil premium strategy statement

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium) and DfE’s [pupil premium guidance for school leaders](https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil 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

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| Detail | Data |
| Number of pupils in school | 418 |
| Proportion (%) of pupil premium eligible pupils | 9.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2024-2025 |
| Date this statement was published | December 31st 2024 |
| Date on which it will be reviewed | December 16th 2025 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Susan Tudge |
| Governor / Trustee lead | Safeguarding/Well-being and Inclusion Committee: Henry Kilpin-Adams, Helen Tucker and Margaret Thompson. |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £48,590 |
| 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* | £48,590 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| All of us at Christ Church CE Primary School are committed to providing the best possible education for each individual pupil. We have high aspirations and expectations for all our pupils. We strive to overcome barriers to learning for pupils to give them the best possible chance of success. We aim for all pupils including pupls eligible for the Pupil Premium Grant and Service Premium Grant to make good progress; achieve well across the curriculum and have access to wider opportunities. Indeed, as a school we want all children to **learn, grow and flourish (which is our school motto from our school vision).** The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal  We recognise that disadvantaged pupils may face a wide range of challenges to their learning. These may include less support from home, language and communication needs, lack of access to activities outside of school and financial challenges. We also recognise that disadvantaged pupils are more likely to have been adversely affected by the Covid19 pandemic. We recognise that not all pupils eligible for the grant in our school are socially disadvantaged. In addition, we also assert that some learners face similar challenges even if they are not eligible for the PPG such as those children with a social worker; the children who have caring responsibilities; children whose families are at a financial disadvantage or those who are included in other pupil groups such as SEND.  Pupil Premium funding is provided for children identified as disadvantaged by the government using FSM entitlement as an indicator. There is also funding allocated for those who are looked after (LAC) and for service pupils. Our intent is to use the funding provided to ensure these pupils achieve their full potential. Our key principles are:   * High expectations – providing a culture where all staff have high expectations of all children and give support to enable pupils to overcome individual barriers to learning giving them the best chance of achieving their full potential * High Quality Teaching and Learning – we recognise that the biggest factor in high standards of attainment is high quality teaching * Early Intervention and targeted support– we aim to identify pupils in need and the barriers to their learning so that appropriate intervention can be provided quickly to help the child progress. Termly pupil progress meetings ensure that the progress of all pupils is evaluated. * Wellbeing – we understand that some barriers to learning come from behaviour and emotional difficulties, low confidence and self-esteem and attendance or punctuality issues. We want all our pupils to be happy and confident and tailor our support to match the pupil’s needs. We also recognise that some parents require support and as a school we are committed to collaboration with our parents developing a teamwork ethos between school and home.   **Monitoring Impact.**  The effectiveness of all interventions is regularly monitored and adjusted accordingly, as early intervention is paramount. Interventions may include small group work for children with similar needs, in-class interventions and one to one support or small group tutoring. Children may also benefit from social and emotional support during lunchtimes or may attend an extra-curricular club. Where there are continued concerns about a child’s progress or wellbeing, staff work closely with parents/carers and other agencies (if necessary) to meet need. Our approach is based on identifying needs using robust diagnostic assessment including summative data, alongside formative pupil assessments in conjunction with a wide range of evidence including pupil voice and observations, not assumptions about the impact of disadvantage. Senior leaders and Governors work together to monitor and evaluate school practice and the attainment/progress of our PP pupils, striving for continual improvement to ensure our practice benefits our pupils.  At Christ Church, we consider pupils as individuals and tailor our approaches according to need. This strategy is carefully aligned with the School Improvement Plan (SIP).  Our Pupil Premium allocation supports training and continuous development to improve the quality of all teaching, targeted support through interventions and supports whole-school strategies to improve attendance, behaviour and readiness to learn.  To ensure our strategy is *effective we will:*  * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve*  * raise the aspirations of pupils and prepare them for the next stage in their education  ensure all children are ready to learn and access the curriculum by supporting their needs*  * ensure disadvantaged pupils are challenged in the work that they’re set*  * act early to intervene at the point need is identified*  * provide additional educational support to improve the progress and to raise the standards of achievement for these pupils*  * provide wider opportunities for children in receipt of Pupil Premium such as school visits, residential trips and instrument tuition*  * diminish the difference between the achievement of these pupils and their peers*  * ensure governors monitor the impact of the school’s actions by studying anonymised overview/data. You may want to include information on:* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Social Emotional Needs of pupils*:* Trauma informed practice CPD for staff as some PP children have early trauma. |
| 2 | ESA support: to ensuring that action plans are relevant and actions are having impact. |
| 3 | Attendance: ensuring attendance for PP pupils is regularly monitored and actions taken for non-attendance. |
| 4 | Parental engagement - attending meeting, attending events by external agencies (school nurse, Wiltshire Parent Carer Council), etc... staff explaining to parents what they can do at home to support their children eg how to do maths problems. |
| 5 | Further EAL CPD for staff - quite a few of our PP children are Ukranian. |

## 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.

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| Intended outcome | Success criteria |
| Improve provision for pupils with SEMH needs. | * Effective CPD for staff to improve provision for pupils with SEMH. * Enhanced Provision provides a nurturing approach for SEMH pupils. * Academic and emotional progress is monitored and teaching/learning provision adapted when necessary. * Interventions are impactful and help SEMH pupils to build self-esteem and resilience in the classroom and in wider school life. |
| 2. ESA support and actionable steps ensure families are supported and ultimately there is positive impact for the family and pupil(s) involved. | * Families in need are identified quickly and referral process is undertaken. * Outside agencies are involved in securing outcomes of action plan. |
| 3. To ensure the attendance of children eligible for PP and other children who are disadvantaged is in line with their peers. | * Constantly monitor attendance data for PP pupils. * Action is taking when attendance dips to: early intervention is key. |
| 4. Parental Engagement. | * Ensure our parents of PP pupils understand PP and how the money is allocated. * Parental workshops on a range of issues to support and help at home. * Home/school expectations regarding homework – workshops providing parents with how to help at home advice and guidance. |
| 5. Further EAL CPD for staff – quite a few of our PP pupils are Ukrainian. | * Source LA EAL team to lead staff meeting or TD day. * Build up relationship with EMTAS. * Look at best practice in teaching and learning of EAL pupils. * Build up relationship with parents of EAL pupils to find out our school strengths/areas for improvement. |

## Activity in this academic year: Teaching Including well-being and interventions.

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

**Budgeted cost: £48,590.**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Having a Pastoral Lead overseeing provision of Pupil Premium pupils. * Programme of CPD for staff eg Thrive training. * Mental Health training for all staff. * Enhanced Provision set up and working. * Monitoring impact of SEMH provision and impact of it in the classroom/also attainment/progress/self-esteem and resilience. * Evaluate the impact of interventions to ensure they provide positive impact.   (£30,000) | The Educational Endowment Fund noted, `In England, a number of studies have identified a link between SEL interventions and academic outcomes.’  `SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average)’ | 1. Improve provision for pupils with SEMH needs. |
| * Release time for staff to refer and plan/prepare and review meetings.   (£4000) | Parental support and engagement of parents benefits pupil progress. This is backed up by research completed by Lindsay et al (2009). | 1. ESA Support |
| * Release time to analyse attendance figures, contact parents and set up record SAM meetings.   (£5500). | The EEF points out the clear links between attendance, attainment and behaviour. There has been increased attendance issues since COVID-19, | 1. Attendance |
| * Release time for staff so that they can plan and prepare parental workshops. * £3090 | Parental support and engagement of parents benefits pupil progress. This is backed up by research completed by Lindsay et al (2009). | 1. Parental Engagement |
| * CPD for staff and resources (£3000) | Strand et al. (2015:14) `The academic achievement of children with EAL varies widely by age, ethnic group, academic subject or domain and other factors such as recency of entry to the country. In particular there is considerable research evidence from England showing that a student's fluency in English is a key predictor of their achievement in national tests at age 11 (e.g. Strand & Demie, 2005)’  We want to ensure our EAL pupils are well supported. | 1. EAL support. |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |  |
| * Identify SEMH interventions   (£3000). | Research undertaken by the Educational Endowment Foundation states, ‘small group tuition is effective and, as a rule of thumb, the smaller the group the better.’ | 1 |  |

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils and Service Pupils.

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| 2023 – 2024   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Most recent outcomes data summer 2024** | | | | | |  | National | All ( 72 pupils) | PP / DL (10 pupils) | SEND (29 pupils) | | GLD | 67.7%% | 78% | 0% | 0% | | Phonics | 80.3% | 73% | NA | % | | Y6 Reading | 74.2% | 90% | 100% | 33% | | Y6 Writing | 71.7% | 83% | 50% | 22% | | Y6 Maths | 73.0% | 79% | 40% | 22% | | Y6 SPAG | 72.2% | 81% | 48% | % | | Y6 RWM | 60.5% | 72% | 30% | 29% |   \*also see in class school data for more analysis.  Outcomes for disadvantaged pupils   * School structure remained consistent: 16-class structure and ensured that each year group had at least one member of support staff during core subject teaching. * The number of TAs and allocated hours varied according to needs of the pupils. * New SENDco has been instrumental in improving provision and processes/procedures. The introduction of a Pastoral Lead post who is bereavement trained, has mental health first aid training. * Two ELSAs who have the equivalent of 45 hours allocated to supporting children with this intervention. * Over the course of the year, children who are PP have continued to be seen as a priority group by all members of teaching staff. This has meant that during lessons they have priority check-ins; have work marked/responded to as a priority; prioritised for AfL questioning; their attendance is monitored as a priority and are prioritised for pastoral interventions as well as academic ones. * Reports provided by the alternative provision indicate progress for the children who attend. However, due to the small proportion of children who access this provision no further details can be shared as to not identify the children and their needs. * Attendance for academic year 2023 – 2024 PP pupils: 95.14% authorised: 4.3% unauthorised:0.57% * Non-PP 96.42% authorised: 3.02% unauthorised: 0.56%   Please see Pupil Premium folder for data analysis and evidence of pupil’s learning. |