

# 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	Churcham Primary
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Michelle Kelly (Headteacher)
Pupil premium lead	Richelle Daniels (SEND CO)
Governor / Trustee lead	Linda Gregory

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,160
Recovery premium funding allocation this academic year	£1,015
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,175

# Part A: Pupil premium strategy plan

## Statement of intent

At Churcham, we are committed to ensuring that all children, irrespective of background or their starting points make, at the very least, good progress and achieve high standards of attainment across all subjects. Our pupil premium strategy is focused upon supporting disadvantaged pupils to achieve this goal and to achieve their aspirational targets, including those who are already high attaining.

We will consider the challenges faced by our vulnerable pupils. The actions outlined in this strategy will contribute towards supporting the needs of all of our pupils, regardless of whether disadvantaged or not.

Quality first teaching is central to our approach, with a focus upon areas in which disadvantaged pupils require the most support. Evidence shows that this will have the greatest impact upon closing the attainment gap whilst, at the same time, benefitting non-disadvantaged pupils.

This plan forms part of our wider school plans for educational recovery following the COVID-19 pandemic. We will use a range of strategies and resources to provide targeted support for ALL pupils whose education has been worst affected.

The approaches we employ will be responsive to our identified challenges and individual needs, rooted in robust diagnostic assessment. No assumptions or “excuses” will be made about the impact of disadvantage. To ensure this we will:

- ensure there is challenge in the work set for disadvantaged pupils
- monitor and intervene as soon as a need is identified
- adopt a whole school approach where ALL staff take responsibility for disadvantaged pupils’ outcomes and have high expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments indicate some disadvantaged pupils have greater difficulties with, the acquisition and application of, phonics than their

	peers. This is compounded by fewer opportunities for them to practise their reading skills at home. This negatively impacts their development as readers.
2	Internal and external assessments show that disadvantaged pupils who are targeted for GDS are not achieving this standard. Many of them find test conditions challenging resulting in test outcomes differing to teacher assessment.
3	Assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.
4	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of access to enrichment opportunities during school closure.

## 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 reading attainment among disadvantaged pupils.	By 2024/2025, all disadvantaged children are achieving their aspirational targets for reading. KS2 reading outcomes – 75% meet the expected standard.
High attaining pupils, are motivated and challenged to ensure rates of progress and aspirational targets are achieved across all subjects, but particularly in maths.	2024/2025 outcomes, across all key stages, show that ALL disadvantaged pupils, with previous high attainment are exceeding the expected standard.
To ensure that emotional and wellbeing support is available for pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/2025 demonstrated by: <ul style="list-style-type: none"> <li>significant increase in the support (internal/external) provided</li> <li>qualitative data from pupils, teachers and parents</li> </ul>
Improve opportunities for disadvantaged pupils to engage in a range of enrichment and extra-curricular activities	A significant increase in participation in enrichment and extra-curricular activities, particularly among disadvantaged pupils.

## 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: £7,121

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our reading teaching and learning curriculum in line with DfE guidance	Evidence shows that a child's ability to read is integral to them accessing the whole curriculum. Support drawn from English Hub in auditing and developing whole school practice.	1
Purchase DfE validated resources (Little Wandle) to secure stronger teaching of phonics and reading.	Synthetic phonics approaches have a strong evidence base that indicates a positive impact upon the accuracy of word reading. Fully decodable reading books, linked to the phonic phases support improving pupils comprehension. See EEF Phonics Toolkit Strand	1
Enhancement of our maths teaching in line with DfE and EEF guidance.  We will fund teacher release time to focus upon embedding key elements of guidance in school and to access CPD with a focus upon accelerating rates of progress for children targeted for GDS.	The DfE non-statutory guidance, produced in conjunction with the National Centre for Excellence in the teaching of maths draws upon evidence-based approaches.  This will be supplemented by the EEF guidance: Improving Mathematics in Key Stage 2	2
Purchase accredited, evidence based resources to support needs identified through diagnostic assessments.	DfE and evidence based Literacy and maths interventions, when delivered, in a structured/systematic way, by a trained professional can facilitate accelerated progress.	ALL

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

Budgeted cost: £9,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and reading sessions for disadvantaged pupils who require extra support.	Systematic synthetic phonic teaching approaches have a strong evidence base including a positive impact on pupils, particularly from disadvantaged backgrounds. Interventions are more effective when targeted and delivered for up to 12 weeks.	1
Provide a school-led tuition programme for pupils whose education has been impacted by the pandemic. A significant proportion of these pupils will be disadvantaged with high prior attainment.	Tuition and intervention targeted at specific needs and knowledge gaps can be an effective method to support pupils who are falling below their expected rate of progress. EEF resources used to support individual and small group needs.	2
Purchase resources to support challenging, high attaining, disadvantaged pupils in maths	DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence. A range of additional resources to support challenging pupils, including their written responses to problem solving, will be purchased.	2

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

Budgeted cost: £5,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide opportunity for all disadvantaged pupils to attend 1 extra-curricular sports/PE activity a term	Exercise and physical activity has a recognised, positive impact upon wellbeing. Observations show that pupils' social and emotional needs are met and that their collaborative and social skills are improved.	3
Curriculum enrichment activities funded including; music tuition, residential and offsite visits.	Our ongoing discussions with disadvantages families, identified financial constraints as the principle factor preventing pupils form accessing these.	3
Contingency fund for acute issues	In order to be proactive in meeting the needs of our disadvantaged pupils, we	ALL

	have set aside a small amount of money to meet needs not yet identified	
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**Total budgeted cost: £22.175**

## 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 2021 to 2022 academic year.

We have analysed the performance of our disadvantaged pupils during the academic year 2021/22 using key stage 1 and 2 performance data, phonics check and our own, internal assessments.

The DfE has shared our 2022 performance data. This data has been a key tool in assisting our analysis of the impact of the COVID-19 pandemic on our pupils. We compared our disadvantaged and non-disadvantaged outcomes with national and regional data.

Data from tests and assessments suggests that performance, progress and attainment of our disadvantaged pupils was below our expectations. This was particularly the case in maths and those children identified as potential GDS. The primary reason for this continues to be the impact of COVID-19, although we also identified that some of our pupils found test conditions challenging.

Our ongoing monitoring and assessments show that both disadvantaged and non-disadvantaged pupils have positive attitudes to learning and behaviour is good. We are continuing to see the impact of the pandemic in relation to wellbeing and mental health.

Since returning, our assessments and observations have highlighted the impact upon wellbeing and mental health. For some of our disadvantaged pupils, this has been significant. In light of this, our current plan focuses upon support when required, and enrichment opportunities for our disadvantaged pupils.

From September 2022, we will be employing an additional teacher in our key stage 2 class working with the children in year 3 & 4. This will support us in our commitment to meeting our intended outcomes and closing the gap between our disadvantaged and non-disadvantaged pupils.

