

Pupil premium strategy statement

Christ Church (Church of England) Infant School and Nursery

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Christ Church (Church of England) Infant School and Nursery.
Number of pupils in school (July 2023) Reception-Year2	171
Proportion (%) of pupil premium eligible pupils	22.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025 Year 2 of 3
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Blower Executive Head Teacher
Pupil premium lead	Sarah Blower
Governor / Trustee lead	Helen Morrison- Link Governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,528
Recovery premium funding allocation this academic year	£3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£54,863

Part A: Pupil premium strategy plan

Statement of intent

Our distinctively Christian ethos contributes to Christ Church as a centre of learning excellence inclusive to **all**. Through living out our core Christian values – respect, kindness, honesty, love, friendship and perseverance – we are a community in which all our members are respected and valued, and can flourish as human beings equally created in the image of God. As a school we provide an engaging curriculum through which **every** child’s potential may be fulfilled. Through positive encouragement and nurturing, **each child** has the opportunity to develop to the full – socially, emotionally, spiritually and academically – so as to be equipped with the life skills needed to live as a valued and valuable member of society.

We aim for our EYFS pupils to achieve the EYFS Early Learning Goals and our Key Stage 1 children to achieve age related expectations. Pupils eligible for Pupil Premium funding should achieve at least in line with their peers.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data for 2022/2023 indicates that the attendance gap between the disadvantaged pupils and their non-disadvantaged peers is 3.9%. Our aim is to reduce this gap and to improve overall attendance. Absenteeism negatively impacts on the academic achievement of pupils. They miss the teaching of key skills and knowledge which results in gaps in knowledge, skills and understanding.
2	Our observations and discussions with pupils have identified a lack of enrichment opportunities. Access to wider learning experiences and opportunities beyond those provided by the school have been limited for some pupils. This impacts on pupils understanding of the world and their ability to bring that knowledge to their thinking and learning.
3	Our contact with parents indicates that some parents lack confidence and skills to support their child with their learning. The partnership between home and school is vital to support children with their learning beyond the school day.
4.	Our observations indicate that some children struggle to fully engage in class based learning, some struggle with self-esteem and lack confidence in their abilities. Increased mobility with an increasing number of children joining the school for short periods creates a disruption to their education.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The overall attendance continues to improve and the attendance gap between pupil premium children and the cohort is narrowed.
To achieve and sustain improved well-being for all pupils in our school particularly for disadvantaged pupils.	Engaging pupils in enrichment activities, particularly those from the disadvantaged group. Stakeholders access the support available.
Pupils to achieve in line with their peers in age related expectations in the core subjects.	Accelerate progress of individuals through quality first teaching, effective interventions, classroom support and additional lessons funded through the Recovery Funding so that they achieve in line with their peers in age related expectations in the core subjects.

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.

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

Budgeted cost: £50,413

Activity,	Evidence that supports this approach	Challenge number(s) addressed
At Christ Church tuition is provided in blocks of three hours per week for five weeks so that there is a clear focus for teaching and learning. This structure provides frequent opportunities to revisit and embed the targeted skills and reinforce understanding. Priority will be given to disadvantaged pupils when determining groups.	As the size of the group is smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil receives will increase, improving outcomes for pupils. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Education Endowment Foundation	3,4

<p>Tutors and teachers work in liaison with each other to ensure that the tuition remains accurately focussed and consequently positively impacting on pupil progress.</p> <p>The focus of this support is on improving writing and Maths so that the children achieve in line with ARE or better.</p>		
<p>Additional classroom support compliments and enhances the quality first teaching provided by the class teacher.</p> <p>Additional support is provided in each classroom throughout the school day.</p> <p>Staff receive quality CPD to ensure that they are fully trained to deliver quality interventions and teaching such as:</p> <ul style="list-style-type: none"> • Read Write Inc. small group daily phonic lessons. • WellComm- A diagnostic language intervention strategy • Neli- Speech and Language • Speech and Language sessions following advice from speech and language therapists • Sensory circuits • Cool Kids 	<p>Teaching Assistants who receive clear instructions and guidance from the class teacher regarding the learning outcomes and the intention of the task are well placed to provide additional support that positively impacts on pupil progress and attainment.</p> <p>Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for pupils from disadvantaged backgrounds.</p> <p>There is strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement but have a high impact on reading.</p> <p>NELI - The Nuffield Early Language Intervention has a positive impact on the language skills of pupils.</p> <p>By engaging in a sensory circuit, children are able to engage their senses and develop skills in a structured and supportive environment. This can help improve their attention spans,</p>	<p>3,4</p>

<ul style="list-style-type: none"> • 1:1 bespoke learning support. • Small group in class support. • Guided reading, • Individual reading <p>These programmes are used to support children to access the learning and 'keep up' with their peers.</p>	<p>coordination, and overall ability to participate in daily activities.</p> <p>Research suggests that teaching assistants, who provide one to one or small group support, show a stronger positive benefit of between three and five additional months on average. Often support based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Education Endowment Foundation</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a range of additional activities to enrich the pupil's experiences. They are then able to draw on these experiences within their work and when making future choices.</p> <ul style="list-style-type: none"> • Educational Visits • Visitors to School i.e. People who help us, Open the Book etc. • Visits to locations in the local community i.e. church, shops , local area walks etc. <p>After School Activities</p> <ul style="list-style-type: none"> • Football, Multi skills, Adventurous Activities • Choir 	<p>Cultural capital refers to the social and cultural knowledge that can help a student make progress. In education, cultural capital should be woven through the whole curriculum, giving context and reference points to topics that allow students to build schema. (Pierre Bourdieu 1970)</p>	2
<p>An Education Welfare Officer is employed to liaise with parents and complete home visits where absenteeism is persistent.</p>	<p><u>Short term impact:</u> Behaviour change of the student so that they have increased attendance at school.</p> <p><u>Long term impact:</u> Improved attendance results in improved</p>	1

<p>The Education Welfare Officer works with families to improve attendance of children with attendance below 90% and 96%.</p> <p>A frequent review of attendance is completed after each block of 20 school days. Letters and text messages are sent to parents to keep them fully informed of their child's attendance and learning time lost through lateness.</p>	<p>attainment and improvement in social skills and behaviour choices.</p> <p>Sending parents of students who are persistently absent personalised letters or texts can help improve attendance according to evidence published by the Education Endowment Foundation.</p>	
<p>To provide emotional support to pupils who have struggled with learning, emotional regulation, self-esteem or confidence through the use of quality PSHE lessons. For pupils struggling with low mood or anxiety we also use Reflexions Service to support individuals and families.</p> <ul style="list-style-type: none"> • SCARF Software is used to support teaching and learning in PSHE. • Reflexions service is used to provide individual well-being support to pupils and their families. • Reflexions provide parent workshops. 	<p>Adopting strategies and practices that seek to improve pupil health and wellbeing offers important benefits for whole-school effectiveness as well as for pupils.</p> <p>An 11% boost in results in standardised achievement tests has been linked to school programmes that directly improve students' social and emotional learning.</p> <p>Systematic structured teaching of social and emotional life-skills and values throughout school life has the potential to increase emotional wellbeing and academic achievement.</p> <p>Public Health England -The link between pupil health and wellbeing and attainment.</p>	4

Total budgeted cost: £ 51,863

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium strategy had on pupils in the 2022/2023 academic year.

Year 2

Our Pupil Premium Strategy

- *We provided additional classroom support in the form of Teaching Assistants who supported children both within daily lessons and in providing quality interventions to address their individual needs.*
- *We introduced a rigorous attendance monitoring procedure which included a four weekly review of attendance supported by text messages, letters and meetings with parents for children falling below 96% and 90%.*
- *Quality first teaching for all pupils was provided as standard classroom practice but additional Recovery Tuition/ Catch Up sessions were also provided throughout the year to address gaps in pupil's knowledge and skills.*
- *We reintroduced after school activity clubs and provided the opportunity for all children to access at least two clubs during the year. We also invited visitors back into school to enhance our curriculum offer. Parent workshops were also reintroduced and well attended.*
- *Educational visits were also reintroduced and allowed the children to visit various educational settings to support their learning.*

The impact of our actions resulted in:

- *The gap in attendance between the pupil premium children and the cohort was 1.1% in 2020/2021 and 0.82% in 2021/2022 but rose to 3.9% in 2022-2023 due to the allocation of some of some pupils in the school from some distance away who found the journey unmanageable and this consequently impacted negatively on their attendance.*
- *The strategy was effective in supporting pupils eligible for funding in the last academic year as 81% of the children eligible for pupil premium funding made expected progress or better in reading, writing and Maths.*
- *9.5% of pupils eligible for pupil premium funding made accelerated progress in Reading, Writing or Maths.*
50% of children eligible for pupil premium funding attended extra-curricular clubs during the year 2022-2023.
- *The attainment gap between pupils eligible for pupil premium and their non-eligible peers, has narrowed in all three core subjects at the end of Key Stage 1.*

A positive gap of 6% in Writing, but negative gap of 9% in Reading and 6% in Maths remains.