

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	Christ Church Junior School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	40.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Neil Tucker Headteacher
Pupil premium lead	Julie Holder Pupil Premium Lead
Governor lead	Trevor Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,050
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	£108,050

Part A: Pupil premium strategy plan

Statement of intent

At Christ Church Junior our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are in care or are young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the after-school tuition, provided by teaching staff and highly skilled TAs, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise 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	Analysis of historical and current data evidences a significantly higher than typical co-existence of pupils with SEND in our PP population. This includes children with an EHCP or High Needs funding. SEND can be a significant challenge to attainment.
2	Low attendance: Attendance data over time has not met national averages. Currently there is an attendance gap between our disadvantaged and non-disadvantaged pupils. There are additional barriers to attendance which are a focus for the attendance and pastoral support team.
3	Underdeveloped decoding and comprehension impacting on basic reading skills. Some impact of school closures during the pandemic highlighting gaps in learning.
4	Our assessments (including wellbeing survey), and observations indicate that the education, wellbeing, behaviour and mental health of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Assessments and observations, indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Evidence of the impact of school closures on language and vocabulary development.

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
High quality teaching and learning of reading, writing and mathematics as standard for all pupils. This will also include a focus on oracy and enriching vocabulary.	KS2 reading, writing and maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard.
Pupils with SEND make strong progress from starting points.	Strong progress picture in books. Greater levels of independence Children know the next steps they need to improve.

Attendance in line with national averages.	Attendance policy and procedures have been clearly communicated, implemented and understood. A tiered model of pastoral support is in place and well-utilised. Reduction in levels of persistent absenteeism.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, including after school clubs, 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: £56,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff recruitment to support with groups and class support across upper KS2.	The EEF Guide to Pupil Premium – ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’	2,3,5
CPD and coaching feedback re SEND to ensure we meet the needs of all learners.	SEND mapping. The school provision map is informed by the EEF research - Supporting Special Educational Needs in a Mainstream School. School impact statements demonstrate the positive impact of in class coaching and feedback.	1
Full time, non-teaching SENCo to provide advice, interventions across all year groups, including	The EEF Guide to Pupil Premium – ‘Good teaching is the most important lever schools	1

after-school tuition. This will focus on early phonics and reading.	have to improve outcomes for disadvantaged pupils.'	
Purchase of standardised diagnostic assessments: LASS SENCo to administer and work with teachers to interpret and provide provision.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost: £23,464

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school. Interventions to be monitored and evaluated by SENCO Interventions to be carried out by SENCO, experienced teachers and Teaching Assistants within school.	Provision of high quality, mastery curriculum and effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	1, 2, 3, 5

Teachers/SENCo, TAS to provide one-to-one before (with a free breakfast) and after school tuition to targeted pupils after end of each term assessments.		
--	--	--

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

Budgeted cost: £36,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
Redesigned Behaviour Policy in the form of a Relationship Policy.	https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Trained Mental Health Lead role embedded within school SENCO 10%	https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	2, 4
Nurture, Thrive training for all staff to embed principle of Relationship Policy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training for staff to develop and implement new procedures and appointing new	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2

member of office staff to support attendance officer.		
Counselling Service	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Funded music lessons: guitar, drumming to engage and motivate.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £122,499

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.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account.

Our internal assessments during 2020/21 indicated that academic outcomes for disadvantaged pupils were generally in line or above those not in receipt of pupil premium funding – see table below. In school data shows that these children make good progress but continue to remain below ARE. Whilst PP children continue to perform below their peers, many of our pupil premium children are also on the SEND register.

Steps Progress, taken from Target Tracker: 2021 – 2022

	Combined		Reading		Writing		Maths	
	PP:	Non PP:	PP:	Non PP:	PP:	Non PP:	PP:	Non PP:
Year 3	7.2	7.3	7.5	6.6	7.3	7.5	6.9	7.3
Year 4	5.7	4.9	5.9	5.4	5.6	5.4	5.8	3.9
Year 5	5.2	5.2	4.8	5.0	5.3	5.3	5.4	5.3
Year 6	4.1	4.0	3.8	3.8	4.2	4.0	4.4	4.0

Attendance of pupils:

PP children continue to be below the rest of the school for attendance in years 4, 5 & 6 – see table below.

	PP	Non PP	All
Year 3	94.4%	94.0%	94.2%
Year 4	91.3%	96.5%	94.2%
Year 5	88.5%	94.5%	92.3%
Year 6	88.1%	94.7%	92.2%

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
Dyslexia Screener	GLS Assessment
Toe by Toe	Toe by Toe
AcceleRead/AcceleWrite	Dyslexia.com
LASS	GLS Assessment