

# Pupil Premium & Recovery Premium Strategy Statement 2022-2025

This statement details our school's use of pupil premium (and review of outcomes for the 2022 to 2023 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	Churchill CofE Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	16% 32 pupils - based on numbers as of 17.05.22
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023 (Year 1) 2023 – 2024 (Year 2) 2024 – 2025 (Year 3)
Date this statement was published	July 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mrs Lorraine Woollven (Head Teacher)
Pupil premium lead	Mrs Nicola Bryant
Governor / Trustee lead	Mrs Jackie Bush

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31,520
Recovery premium funding allocation this academic year	£ 2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 2,000
<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	£ 36,420

# Part A: Pupil premium strategy plan

## Statement of intent

At Churchill Church of England Primary School, we have shared visions and values and collectively work relentlessly to ensure that all of our pupils succeed and have access to the best education, opportunities and support possible.

We believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of Pupil Premium Grant (PPG) supports us in achieving this.

This statement of intent has been developed through a thorough evaluation of current practice within the setting, review of recent research conducted by the [Education Endowment Foundation \(EEF\)](#) and current advice and best practice as outlined by Marc Rowland (2021) in his book titled [Addressing Educational Disadvantage in schools and colleges](#). This strategy, whilst specifically aimed at closing the attainment gap for disadvantaged pupils, should also positively impact progress and education of all learners within our schools. This is not a 'short-term fix' but a long-term commitment to ensuring the best opportunities for ALL of our children, now and in the future.

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Reflecting the key findings from research, on effective use of pupil premium funding, we are continuing to engage with parents, carers and pupils to hear their views on the most impactful ways to spend the funding.

### **Objectives for our disadvantaged pupils:**

- To raise attainment, progress and opportunities for our disadvantaged pupils, which in turn will support their life chances and life choices.
- To ensure early intervention to support our disadvantaged pupils, including a high-quality inclusive Early Years education, to close the gap when it is at its narrowest and have the greatest impact.
- To ensure our pupils have secure and supportive language development including developing reading for academic purposes and for pleasure.

- To provide a robust pastoral care system, with open communication at its heart, supporting the wellbeing and social, emotional and mental health of both pupils and families.
- To allow our pupils opportunities to develop independent self-regulated learning and an awareness of metacognition, through access to high-quality first teaching with high expectations and memorable learning experiences.
- To ensure that all pupils have access to a wide range of educational experiences that include, but are not limited to; learning a musical instrument, exploring a hobby or talent, visiting places of interest.

### **Key Principles:**

In making provision for our disadvantaged pupils, we recognise that not all pupils who receive free school meals (Pupil Premium) will be disadvantaged. Contrary to this, we also recognise that not all pupils who are disadvantaged qualify for free school meals. Identifying each 'pupil's needs', not 'labels' which can be limiting, drives our strategy and implementation. Our teachers aim to build positive professional relationships between their pupils and their families, becoming 'experts' in their learners, because knowing their children is key to supporting them. We will ensure that effective teaching, learning and assessment meets the needs of all pupils. Class teachers, through the rigorous analysis of data, will identify specific intervention and support for individual pupils, which will be reviewed at least termly. Alongside academic support, investment in our Learning Mentor, as part of the wider strategies, is seen as vital to supporting the emotional well-being pupils and engaging with their families. We will ensure that no child is disadvantaged in terms of accessing extra-curricular activities or not feeling part of our whole school family by not having our school uniform. At Churchill Primary School, we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	The impact of the pandemic and associated school lockdown, has had a notable impact on pupils' academic achievement, particularly those within the PPG group.
2	Attainment gap in reading, writing, maths and phonics between our disadvantaged and non- disadvantaged pupils. Not all of these pupils have SEND and not all pupils fall within the lowest 20% of each cohort but currently 43% of our disadvantaged pupils, are also on the SEND register. The gaps in the learning
	of our disadvantaged pupils should be addressed and any barriers removed, initially with the provision of High Quality First Teaching (HQFT) for ALL.

3	Language and comprehension skills that are below peers on entry to our Early Years Foundation Stage (EYFS) A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting, therefore impacting on early reading and fluency.
4	Safeguarding and welfare issues: Children may be exposed to ACES or other traumatic experiences, which can have a negative impact on their ability to access learning offered.
5	Pupil well-being and social emotional, mental health including emotional self-regulation in order to be ready to learn: Some children will require support from pastoral care within school or from external agencies to support attendance and their well-being and mental health to ensure they are ready to access learning.

## 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
Following staff training, based on the work of Marc Rowland, school identifies the main changes in their classrooms and across their school that they need to make in practice to ensure the very best provision for disadvantaged pupils	All staff know and understand the implications of disadvantage for pupils in their class and make deliberate decisions to improve provision. Strong school identification of disadvantaged pupils and their individual needs.
Following staff training, all staff are using The Rosenshine principles to ensure pedagogy is inclusive.	Language and vocabulary development Clear and consistent modelling Scaffolds ensure equity Checks for understanding are used to inform post teaching Barriers for learning in the classroom are removed by class teacher.
To rapidly improve rates of progress and attainment of children identified as vulnerable (including disadvantaged and SEND) as measured using standardised scores from NFER results and end of Key Stage assessments.	Assessment information is used to support key transitions, including EYFS to Year1 and KS1 to KS2 in order to prevent any dips in attainment. Data informs initial identification of pupils who may not have made enough progress from starting point. PPM's/Data drops indicate a return to expected standard. The attainment of almost all groups of pupils is in line with or exceeding national averages or, if below this, it is improving rapidly.
Diagnostic assessment is used to identify key gaps and leads to the implementation of	In the Early years, the disadvantaged gap is narrowed before it has chance to grow.
systematic catch-up sessions, for example in phonics and early calculation strategies.	In other year groups, the gap is closing through targeted purposeful intervention to support progress.

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. All staff working with EYFS and Y1 pupils are trained to deliver NELI.
Children are explicitly taught metacognitive and self-regulation strategies and take ownership of their learning, developing an understanding of what is required to succeed.	Children are supported to think about their own learning more explicitly and are taught strategies for planning, monitoring and evaluating their learning
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pastoral Support Plans are in place for vulnerable children. The school's website is well developed and support clearly signposted. The school's offer of Early Help is well developed and communicated to all stake holders. Children's needs are identified early and support is provided as necessary. Relevant staff are trained in appropriate therapies and interventions where possible.

## 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: £4,340**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Teachers and Support Staff to ensure early language acquisition. I CAN talk Boost Talk through Stories Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Teach pupils to use specific strategies for developing and monitoring their reading comprehension. VIPERS Herts for Learning Reading Fluency Project Transforming Your School's Reading Culture programme. <b>£1,565</b></p>	<p><a href="#">Oral Language Interventions EEF: Teaching and Learning Toolkit</a></p> <p><a href="#">EEF: Improving Literacy in Key Stage 1</a></p> <p><a href="#">EEF: Improving Literacy in Key Stage 2</a></p> <p><a href="#">Marc Rowland Addressing Educational Disadvantage in schools and colleges 2021</a></p> <p><a href="#">EEF: Closing the Attainment Gap Key Lessons Learned</a></p>	<p>1,2,3</p>
<p>Purchase of standardised diagnostic assessments (NFER for Y1-Y6) 2 x a year. <b>£1,200</b></p>	<p><a href="#">EEF: Closing the Attainment Gap Key Lessons Learned</a></p>	<p>1,2</p>
<p>Completion of 'One Page Profiles' and 'Provision Maps' for all disadvantaged pupils. This should ensure that teachers and support staff have a full understanding of each pupils' barriers to learning and can adapt teaching to meet their needs. <b>£ Staff Meeting Time</b></p>	<p><a href="#">Marc Rowland, Addressing Educational Disadvantage in schools and colleges 2021</a></p>	<p>1,2</p>

Completion of IPPs 3 x a year. <b>£Staff Time</b>	<a href="#">Marc Rowland, Addressing Educational Disadvantage in schools and colleges 2021</a>	1,2
Rosenshine Principles of Instruction to ensure pedagogy is inclusive <b>£Staff Meeting Time</b>	<a href="#">EEF: Metacognition and Self-regulated Learning</a>	1,2
From January 2023 Contribution to LSP Centre of Professional Development to support staff CPD in the following areas: <ul style="list-style-type: none"> <li>• Subject networks</li> <li>• Reading Comprehension</li> <li>• Self-regulation</li> <li>• Boolean Hub TRG</li> <li>• Mastering Number</li> <li>• Curriculum Development</li> <li>• Pedagogy <b>£1575.00</b></li> </ul>	<a href="#">EEF: Improving Mathematics in the Early Years and Key Stage 1</a>  <a href="#">EEF: Improving Mathematics in Key Stages Two and Three</a>  <a href="#">EEF: Metacognition and Self-Regulated Learning</a>  <a href="#">EEF: Improving Literacy in Key Stage 1</a>  <a href="#">EEF: Improving Literacy in Key Stage 2</a>	1,2

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

**Budgeted cost: £22,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1:1 reading and/or phonics/Spelling intervention for disadvantaged pupils <b>£17,000.00</b>	<a href="#">DfE Reading Framework 2021</a>	1,2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance working with the Boolean Hub <b>£1,380</b>	<a href="#">EEF: Improving Mathematics in the Early Years and Key Stage 1</a>  <a href="#">EEF: Improving Mathematics in Key Stages Two and Three</a>	1,2

Pre-teaching for pupils: Structured pre-teaching to stop learning gaps before they open. – Recovery Curriculum <b>£4,420.00</b>	<a href="#">Marc Rowland, Addressing Educational Disadvantage in schools and colleges, 2021</a>  <a href="#">Making Best Use of Teaching Assistants</a>	
Engaging with the National Tutoring Program to provide mentoring and schooled tutoring for those making insufficient progress. A significant proportion of pupils receiving this tutoring will be disadvantaged. <b>60% subsidy + remaining recovery grant</b>	<a href="#">EEF: Teaching-Learning Toolkit</a>	1,2

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

**Budgeted cost: £ 9,280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation curriculum implemented throughout the school. <b>£Staff Meeting Time</b>	<a href="#">EEF: Improving Social and Emotional Learning in Primary Schools</a>	1,2,4
ELSA training for Learning Mentor <b>£2,000</b>	<a href="#">EEF: Improving Social and Emotional Learning in Primary Schools</a>	5
4 afternoons of Learning Mentor Time as well as two lunchtime clubs <b>£4,000</b>	<a href="#">EEF: Improving Social and Emotional Learning in Primary Schools</a>	5



Subsidise educational visits to enrich the curriculum for all children. <b>£1,280</b>	<a href="#">EEF: Improving Social and Emotional Learning in Primary Schools</a>	5
Opportunity for pupils to select an afterschool club or extra-curricular opportunity up to £50 per child. <b>£1,600</b>		5
Addressing and challenging poor attendance through support and challenge work with the EWO <b>£400</b>		5

**Total budgeted cost: £ 36,420**

## 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 2022 to 2023 academic year.

It should be noted that 47% of pupils with SEND in our school are also FSM and/or CLA

#### End of EYFS outcomes

- 38% (3 out of the 8) PPG pupils in the class achieved the GLD. 1 child has an EHCP

	Reception: Number of children: 30 Number of PP children: 9			
	Combined	Reading	Writing	Maths
All Pupils	70%	83%	70%	73%
PP Pupils	33%	67%	33%	44%

#### Phonics Screening Check

- 50% (3 out of the 6) of PPG pupils in the class achieved the phonics screening check. 50% of the PP children are on the SEND register and 75% of those children who did not achieve ARE did not join the school at the beginning of EYFS.

**End of KS1 attainment** (1 LAC pupil on the SEND register who did not achieve ARE in Reading, Writing or Maths)

**End of KS2 attainment** (6 children 2 on the SEND register, two with an EHCP)

- 34% of PP in Year 6 achieved Expected Standard + in Reading (17% at Greater Depth). (Without EHCP 50% achieved Expected Standard+)
- 50% of PP in Year 6 achieved Expected Standard + in Writing (17% at Greater Depth). (Without EHCP 75% achieved Expected Standard+)
- 50% of PP in Year 6 achieved Expected Standard + in Maths (17% at Greater Depth). (Without EHCP 75% achieved Expected Standard+)
- 33% of PP in Year 6 achieved combined Expected Standard + in Reading, Writing and Maths. (Without EHCP 50% achieved combined Expected Standard+)

End of year outcomes 2022-2023 % of children at ARE						
	Reading		Writing		Maths	
	All	PP	All	PP	All	PP
Year 1	84%	20% (50% SEND)	74%	0% (50% SEND)	40%	89% (50% SEND)
Year 2	79%	0% (100% SEND)	74%	0% (100% SEND)	89%	0% (100% SEND)
Year 3	83%	29% (57% SEND)	83%	14% (57% SEND)	87%	57% (57% SEND)
Year 4	96%	33% (16% SEND)	79%	0% (16% SEND)	79%	21% (16% SEND)
Year 5	78%	60% (40% SEND)	78%	40% (40% SEND)	85%	60% (40% SEND)
Year 6	88%	33% (33% SEND)	88%	50% (33% SEND)	84%	50% (33% SEND)

Number of PP pupils (non EHCP) below ARE who have made at least the same progress as their peers.	
	Reading
Y3	3/5
Y4	3/5
Y5	1/2
Y6	1/2

  

Number of PP pupils (non EHCP) below ARE who have made accelerated progress.	
	Reading
Y3	3/5
Y4	2/5
Y5	1/2
Y6	1/2

The attainment of disadvantaged pupils continues to be below those identified as non-disadvantaged across key areas of the curriculum and is a key focus during all pupil progress meetings and SEN surgeries. However, the above tables show that high quality first teaching enables many pupil premium children to make progress at least at the same rate as their peers and in many cases attainment is accelerated.

Pupil Premium Learning Enquiries by Governors and Senior Leaders have identified a need to raise expectations and develop learning behaviours that build greater self-esteem and self-efficacy especially for disadvantaged pupils.

Zones of Regulation has been introduced across the school to enable all children to develop the skills to self-regulate and identify strategies that will enable them to successfully engage in their learning. The practice of the Learning Mentor is also aligned to these principles and strategies and she continues to identify and work alongside children on short-term, targeted ELSA interventions.

The key areas of the School Development Plan focus on further developing agreed pedagogy so that provision for all pupils, especially disadvantaged pupils, meets their learning needs and enables pupils to build the agency, self-efficacy and self-regulation skills to thrive. An emphasis has been placed on the importance of Universal Provision and time has been spent considering what constitutes high quality teaching, including explicit instruction, modelling, metacognitive talk, guided practice and independent practice.

The school continues to focus on developing consistent, high quality teaching of reading across the whole school. It is recognised that this is the key to unlocking learning for all children, especially disadvantaged and the school is focussing on developing the teaching of comprehension and fluency in Key Stage 2 based on guidance from EEF 'Reading Reconsidered' (Doug Lemov) and Closing the (Reading) Gap (Alex Quigley).

## 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
Jigsaw- PSHE from EYFS-Y6	Jigsaw
Times Table Rock Starts (TTRS)	Maths Circle
Letter Join	Green and Tempest Ltd.
Spelling Shed	Ed Shed

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our Service pupils were included, where appropriate, in the support and opportunities mentioned above, for our disadvantaged pupils. We are looking to introduce 'One Page Profile' and 'Provision Map' to enable each pupil to have a personalised approach to support, meeting need when and when it is required.
What was the impact of that spending on service pupil premium eligible pupils?	All of our 'Service Premium' pupils are working at the expected standard or working at greater depth in all core subjects

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*