

Christ Church NW1

Pupil Premium Strategy



October 2022/23

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 2022 to 2023 and the effect that last year's spending of pupil premium had within our school.

Pupil Premium (PP) is extra money targeted at children who receive Free School Meals (FSM). This money can be spent on anything, but the benefits, progress and results of these children must be recorded. Every term the school scrutinises data to ensure that this vulnerable group are making good or better progress. All interventions are closely monitored and evaluated by the school SENDCo (special educational needs and disability coordinator) and the SLT to ensure value for money and to inform decisions about continuing specific programmes for this group of children.

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This statement also outlines 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 Primary School, London NW1
Number of pupils in school	203/226
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Paula Walker (Head teacher)
Pupil premium lead	Paula Walker (Head teacher)
Governor	Gill Green Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,500
Recovery premium funding allocation this academic year	£14,500
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	£153,000

Part A: Pupil Premium Strategy Plan

Statement of intent

Inclusion is at the heart of our school.

Christ Church Primary School strives to promote the achievement of **all** pupils.

The Pupil Premium funding received is carefully used to support children's learning and well-being, with a particular focus on children who are, or who have in the past 6 years, been eligible for free school meals, adopted children and any child looked after by the Local Authority.

We believe that by having a fully inclusive and personalised approach to the education and development of our pupils we can maximize the academic, social and career outcomes for our PP students. Subsidised educational visits, personal tutoring, trips and residential visits and payment for scholarship applications are just some of the strategies/actions that are paid for through these monies.

We recognise that some of our PP students come from background that require additional support and to this end some of our funding is spend on a counselling service for children and their families (Place2Be) to address any social barriers that could potentially impact on outcomes

This year, we have thought more creatively and offered a wider range of opportunity and at times, a more bespoke support during the Covid period (March 23rd 2020 to present), recognising the impact the pandemic could potentially have on our school cohort and endeavouring to mitigate potential, negative long-term effects wherever possible.

Therefore, it is essential that we effectively use and account for this money to maintain the highest possible standards for all the PP students and aim to minimise any outcome 'gaps'. Creating a successful and motivating environment has a positive impact on everyone and this fund helps us to realise this vision. We are passionate about removing barriers so that our children can achieve the highest academic standards in order to prepare them well for the next stage of their educational journey. This additional funding supports the inclusive philosophy of the school to ensure that every child achieves to their best.

Our approach will be responsive to the cohort and demographic of our community, recognizing the potential impact of disadvantage for our children. The different approaches we have adopted (some are bespoke) complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are effectively challenged
- have high expectations of all pupils
- ensure early intervention (regularly reviewed for impact) at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes.

Whole school 53%

National figure 23%

**% disadvantaged children
at Christ Church Summer
2022.**

**This is taken from the DfE
pupil premium file each
summer and is only
worked out for pupils in
Reception and above.**

Rec	35%
Yr1	52%
Yr2	50%
Yr3	32%
Yr4	55%
Yr5	69%
Yr6	73%
National figure	23%

Challenges

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

Challenge number	Detail of challenge
1.	Assessment shows that there can sometimes be a difference between some disadvantaged pupils' attainment in meeting the expected standard in the Phonics Screening Check compared to their non-disadvantaged peers. The challenge remains to maintain the additional support and resources 2022-2023.
2.	Assessment shows that pupils attaining at the lowest 20% of each class often contain higher numbers of disadvantaged children.
3.	Assessment shows that many pupils begin at Christ Church with poor oral language skills, weak vocabulary and sometimes, limited opportunities at home for conversation – these children enter with levels well below the expected standard for their age upon entry to Nursery/Reception class
4.	Assessment shows that some disadvantaged pupils are at greater risk of not meeting their end of year targets in Reading, Writing and Maths than their non-disadvantaged peers. The 'vocabulary gap' can make it harder for pupils to master the curriculum if it is not closed. Combined grades in these areas can also be negatively affected.
5.	The school wellbeing calls highlighted that some of our DA children are low in practical resources e.g. nourishing food, electronics and books etc. which can negatively impact on their RWM compared to their non-disadvantaged peers.
6.	Published evidence shows that DA are more likely to have poor mental ill health which may impact on their educational outcomes. The school seeks to mitigate this by providing a myriad of experiences and opportunities and through employing the place to be service.

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
A. Disadvantaged pupils develop timely fluency in Early Reading with the school ensuring complete fidelity to the Little Wandle Revised Letters and Sounds synthetic phonics scheme.	The difference between the attainment of disadvantaged pupils meeting the Phonics Screening Check compared to non-disadvantaged pupils will continuously diminish.
B. Pupils attaining at the lowest 20% of each class in reading make expected progress.	Pupils attaining at the lowest 20% of each class in reading meet their challenging targets.
C. Improve oral language skills for disadvantaged pupils in all year groups.	Disadvantaged pupils in all year groups use their improved oral language skills to make good progress across the curriculum and

	meet their academic targets in all subjects and specifically in reading.
D. Improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use	Disadvantaged pupils in all year groups use their increased vocabulary to make good progress across the curriculum and meet their academic targets in all subjects specifically in writing.
E. To diminish any difference between the attainment of disadvantaged pupils compared to non-disadvantaged pupils in RWM, using question analysis, Pupil Progress Reviews (PPR) and tailoring tutoring and booster classes to these children.	To identify DA when they are underperforming in one or more areas of RWM and to put in targeted support to bring that subject into line with the others so that the child is performing at least expected in all three areas.
F. To ensure that the PP children are adequately resourced, looking at the 'whole child', ensuring that they are well nourished, have sufficient clothing, academic resources, space to play outside of school (after school clubs and holiday clubs) and access to mental health and emotional support (Place2be counsellor).	That the school's pedagogy (based on Maslow's Hierarchy of Need- see website) is supported and discharged.

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.

Evidence based intervention used:

Project code X, 

Place2Be



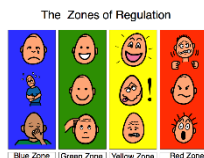
Little Wandle Letters and Sounds Revised Keep Up



Number Box



Zones of Regulation



Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD for all staff in teaching Little Wandle validated scheme of systematic synthetic phonics and linked daily reading practice.	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	1, 2
Individual and group support for Little Wandle through the Neli programme	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	1,2
Vulnerable Needs Coordinator- The VNC teaches research-based interventions as well as	School data demonstrates that the VNC precision teaching and evidence-based interventions e.g. putty disco and Project Code X (Oxford University Press)	2,3

delivering social programmes.	have a direct impact on outcomes for children.	
<u>Mental Health Wellbeing Support</u> Place2Be- Place2Be is a school counselling service offering support to children and their careers. See website information. This service has been invaluable during the Pandemic with many of our PP children accessing support.	Both published research (Place2Be website) and the school's own experiences have told us that children with DA are more likely to have poor mental ill health or live with someone with poor mental ill health. Managing children's health is a prerequisite to assisting them to make strong progress in life and academically.	6

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

Budgeted cost: £ 71,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school has invested in a part time teacher to deliver bespoke catch-up lessons as after-school tuition and to assist in class.	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment.	2,4
1:1 tuition for pupils who are not yet at the Expected Standard in Reading and Maths.	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 1:1 tuition has a positive impact on pupil attainment.	2,4

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

Budgeted cost: £ 21,629

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>KS1/EY resources</u>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows	5

<p>Early Years will continue to target the stimulate conversation, vocabulary, reading writing and maths progress of the PP children in KS1 /EYs through outdoor learning. The money will be used to continue support the new outdoor development, specifically created to inspire outdoor speaking and writing opportunities for many of our PP children who are unable to use an outdoor space in their home lives and who have limited resources.</p>	<p>that social and emotional learning interventions which ‘seek to improve pupils’ interaction with others and self-management of emotions’ has a positive impact on pupil attainment.</p>	
<p>Extended opportunities – before (breakfast) and after school clubs, holiday club places, in addition school journey places for our PP children. The school has identified the families who will benefit from these provisions outside of school time to support children who need longer, structured hours of play and learning.</p>	<p>The EEF summary of evidence in the ‘Teaching and Learning Toolkit’ shows that social and emotional learning interventions which ‘seek to improve pupils’ interaction with others and self-management of emotions’ has a positive impact on pupil attainment.</p>	6
<p>Resources for one-to-one online tuition e.g. workbooks Workbooks to support online learning at home Workbooks for classes to support, extend and compliment online learning when a bubble is suddenly closed. Additional Chrome books</p>	<p>The school have learned through pupil/parent voice surveys that one of the best ways to accelerate the children’s learning is to ensure that they have the right practical tools both at home and in school to support their learning outcomes.</p>	2,5

Total budgeted cost: £153,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes updated December 2022

Due to COVID-19, performance measures were not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The pandemic has had some impact on the performance of all children. Whilst the school has maintained the robust systems of assessment, the outcomes for this period are unvalidated. The 2021/2022 outcomes are reflective of the pandemic and high levels of missed schooling for some children. However, we strongly believe that disadvantage does not have to equate to underachievement. The school continued and continue to hold PPR (pupil progress reviews) throughout the pandemic where each class, group and individual child's performance was scrutinised. Where concerns were identified, the school looked closely the cause and implemented whole class, group or individual intervention and support to reduce any gaps in learning and achievement.

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
Mental Health support and counselling service	Place2Be
Little Wandle Letters and Sounds Revised (top up resources)	Harper Collins
Neli (speech and language catch up programme)	Nuffield Early Language Intervention

Desired outcomes 2021-2022 (ongoing 2023)	
	Disadvantaged pupils (non SEN) in Year 1 and Year 2 are additionally supported to pass the phonics screening test.
	Improve the vocabulary of disadvantaged pupils so that they have a wider vocabulary that they have heard, can understand and can use.
	Diminish differences between the attainment of disadvantaged pupils compared to non-disadvantaged pupils in reading at the end of KS2 by

	improving pupil skills in answering more complex reading comprehension questions.
	Provide support for the PP to 'level' the playing field to ensure that they have equal access extra-curricular events, resources and where talents are nurtured beyond the school gates.
	To provide access to mental health support within the school walls (Place2Be)

Attainment of disadvantaged pupils in key stages in the school in 2021-2022

Reception Class 2021-2022						
27 children in class	Reading		Writing		Maths	
Number of PP children 8 pupils = 30%	PP achieving 'Expected' outcomes 75%	Non -PP achieving 'Expected' outcomes 68%	PP achieving 'Expected' outcomes 50%	Non -PP achieving 'Expected' outcomes 58%	PP achieving 'Expected' outcomes 75%	Non -PP achieving 'Expected' outcomes 74%

Phonics				
22 children in class	Yr1		Yr 2 retakes	
Number of PP children 12 =64%	PP achieving 'Expected' outcomes 58%	Non -PP achieving 'Expected' outcomes 70%	PP achieving 'Expected' outcomes 85%	Non -PP achieving 'Expected' outcomes 100%

Year 2						
28 pupils in class	Reading		Writing		Maths	
Number of PP children 13 children = 46%	PP achieving 'Expected' outcomes 66%	Non -PP achieving 'Expected' outcomes 75%	PP achieving 'Expected' outcomes 54%	Non -PP achieving 'Expected' outcomes 80%	PP achieving 'Expected' outcomes 62%	Non -PP achieving 'Expected' outcomes 75%

Year 6						
30 pupils in class	Reading		Writing		Maths	
Number of PP children 22 children +73%	PP achieving 'Expected' outcomes 91%	Non -PP achieving 'Expected' outcomes 88%	PP achieving 'Expected' outcomes 82%	Non -PP achieving 'Expected' outcomes 63%	PP achieving 'Expected' outcomes 77%	Non -PP achieving 'Expected' outcomes 75%