

Pupil premium strategy statement- Christ Church Hanham CE Primary

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Christ Church Hanham CE Primary School
Number of pupils in school	288
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 to 2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Neil McKellar-Turner, Headteacher
Pupil premium lead	Emily Smith, Assistant Headteacher
Governor	Jill Yeomans, Inclusion and disadvantaged lead governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,315
Recovery premium funding allocation this academic year	£1,813
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£60,128

Part A: Pupil premium strategy plan

Statement of intent

“Our best schools ask what school can do for students rather than what students can do for school.”

Rob Carpenter – 2018 (A Manifesto for Excellence in Schools)

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and *lead a life well lived* (Stephen Tierney 2020). The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including securing further progress for those who are already high attainers.

Our strategy is rooted in the School’s vision ‘**Nurture ~ Grow ~ Flourish**’ which encompasses all that we do at Christ Church Hanham Primary School.

Equally, the school’s motto “**Reaching high, dreaming big, filled with the fullness of God’s love**” is central to the opportunities we provide for all children.

We have considered the challenges faced by the vulnerable pupils attending Christ Church and our strategy supports their needs, regardless of whether they are disadvantaged or not, linked to the school’s vision. Our pupil premium strategy benefits all learners, but the key elements are known to have the greatest impact on the most disadvantaged.

Nurture with love:

“Every child deserves a champion, an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.”

Rita Pierson – 2013 (TED Talk)

“Relationships are absolutely critical for our disadvantaged and vulnerable pupils.”

Marc Rowland – 2020 (Improving outcomes for disadvantaged and vulnerable learners)

Rooted in our ethos as a Church of England school, the extensive social and emotional support provided to disadvantaged children explicitly provides children with strategies to develop their resilience and regulate their emotional responses. Equally, the development of trusting, respecting relationships between all children and adults is key to our vision as a school and included in this strategy.

Grow through knowledge and wisdom:

“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”

Education Endowment Foundation

Research from the EEF shows that the quality of teaching a disadvantaged child receives is the most significant factor in the progress which they make. Training staff to teach effectively and to identify and close gaps in understanding is therefore a priority within this strategy. Evidenced based research has shaped our intent with High-quality teaching and opportunity for all being at the heart of our approach; a strategy which 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 common language for teaching and learning, outlined in our ‘Pedagogical Principle’ framework sets out the active ingredients essential to high-quality teaching and learning.

Flourish in hope:

"Extra-curricular activity is so important for young people, and can be especially advantageous in helping to improve the life chances of those from disadvantaged backgrounds."

John Herriman – 2019 (CYPNOW)

Research shows that participation in extra-curricular and additional enrichment activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience. Research also shows that children that do not have access to these opportunities fall behind, lack confidence, and fail to develop career aspirations.

Our pupil Premium strategy is integral to our wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through our ‘Catch-up Strategy’, School Improvement Plan and our Inclusion and Pastoral offers.

Our approach is responsive to both common challenges and individual needs, and is rooted in robust diagnostic assessment and not formed from assumptions about the impact of disadvantage. We believe in early identification and intervention to ensure that all our learners leave our school with a strong sense of agency, self-belief, independence and resilience.

Challenges

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

Challenge number	Detail of challenge
1	Reading, writing and maths Pupils have increased gaps in core learning (impacted by lockdowns). Attainment at the expected standard for disadvantaged pupils is lower than it is for other pupils.
2	High-quality first teaching The quality and consistency of teaching needs improvement combined with a deeper understanding of individual pupils needs, motivations and desires
3	Social, emotional, mental health Our assessments and observations show an increase in SEMH need across the school. The wellbeing, self-esteem and education of our disadvantaged pupils has been impacted to a greater extent than for other pupils
4	Resilience and engagement Pupils lack a shared language of learning and do not see learning as being in their control/ do not have a sense of ownership about school or engagement in extra-curricular opportunities
5	Reading Not all pupils receive regular reading support outside of school and pupil attitudes to reading are not as strong
6	Attendance Some disadvantaged pupils do not have high levels of attendance and so are not always well prepared for 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
<p>1. Reading, writing and maths</p> <p>Improved attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • End of year assessment data shows that disadvantaged children have made good progress from their starting points • Disadvantaged pupils demonstrate a 'love of reading' • Bottom 20% of readers in receipt of PP (and catch-up support) have made accelerated progress and their learning gaps has narrowed or closed in relation to their peers • Attainment at the expected standard for disadvantaged pupils improves and the attainment gap between disadvantaged and non-disadvantaged pupils reduces
<p>2. High-quality first teaching</p> <p>Triangulated evidence (lesson visits, book looks, pupil voice, data) demonstrates teaching is of a good standard across the school.</p>	<ul style="list-style-type: none"> • Teaching in all year groups reflects the key ingredients outlined in our 'Pedagogical Principles' Framework for high-quality teaching • Instructional coaching is delivered as an entitlement for all staff regardless of experience
<p>3. Social, emotional mental health</p> <p>Disadvantaged pupils achieve and sustain improved wellbeing and self-esteem.</p>	<ul style="list-style-type: none"> • Pupil voice demonstrates that pupils have a positive view of themselves as a learner • Pastoral support in school is tiered so that all pupils receive the right support at the right time
<p>4. Resilience and engagement</p> <p>Children from disadvantaged backgrounds, and those children who are in vulnerable groups, have regular, sustained access to a range of extra-curricular activities.</p>	<ul style="list-style-type: none"> • Regular engagement with Children's University for all groups ensures children are participating and recognised for attendance at a range of extra-curricula activities. • Children attend <1 school-based after-school provision a week • Pupil voice demonstrates that pupils have language to discuss themselves as a learner, identifying strengths and next steps
<p>5. Reading</p>	<ul style="list-style-type: none"> • Pupil conferencing shows that pupils have good attitudes to reading for pleasure.

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	<ul style="list-style-type: none">• Children engaging regularly in winter and summer reading challenges set by South Glos libraries.
<p>6. Attendance</p> <p>Children from disadvantaged backgrounds attend school regularly.</p>	<ul style="list-style-type: none">• The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 3.• Support where attendance is an issue has seen an increased % through engagement with EWO services.

Activity in this academic year: September 2022- July 2023

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: **£24,612**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing the quality of teaching to ensure all pupils receive high quality and effective teaching in English and maths</p> <ul style="list-style-type: none"> - Focus on CPD linked to CCH Teaching and Learning Framework and purchasing of CPD reading materials for staff - CPD on effective use of assessment to identify next steps in learning 	<p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</p> <p>Cognitive science approaches to teaching develop pedagogical expertise and ensure learning is effective: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive science approaches in the classroom - A review of the evidence.pdf?v=1677058188</p>	1, 2, 4, 5
<p>Supporting and providing sustained professional growth through the model of Instructional Coaching</p>	<p>There is strong evidence to suggest that Instructional Coaching is an effective tool to continually develop and grow the practice of teachers as experts of pedagogy: https://www.ambition.org.uk/blog/from-trainee-teacher-to-tech-problem-solver-one-mans-plan-to-use-instructional-coaching-to-build-an-army-of-expert-teachers/</p>	1, 2, 5
<p>Enhancement of our reading curriculum</p> <ul style="list-style-type: none"> - Implementation of new reading teaching curriculum including funding subject leader release to train staff - Purchase of diagnostic reading assessments for fluency 	<p>Being able to read accurately and fluently are key skills for future success. The development of a new reading approach based on research of how pupils learn to read will benefit all pupils but especially those who are disadvantaged: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1677157170</p>	1, 2, 3, 4, 5

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- Purchase high quality texts for class book corners	Diagnostic assessments can provide reliable insights into pupils' strengths and next steps to ensure that the right support is provided at the right time to enable progress: https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£21,174**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver a programme of targeted support and intervention (phonics and one to one reading) to ensure all pupils can read and access the curriculum	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4, 5
Embed a learning strategies approach across the school (learning gems) to develop a shared language of learning and aspiration	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF Metacognition and self-regulated learning.pdf Equally, this activity has seen the greatest impact on learning (+7 months) in the EEF T&L toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3, 4, 5

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

Budgeted cost: **£14,342**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of DfE's Working together to improve attendance guidance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <ul style="list-style-type: none"> - Appointment of Pupil and Parent Support Leader - Release for attendance leader to devise and implement new attendance policy and procedures 	<p>The link between consistent attendance and engagement, enjoyment and attainment in school is strong. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</p>	3, 4, 6
<p>Whole staff training on nurture, inclusion and SEMH as part of school's vision and ethos</p> <ul style="list-style-type: none"> - Development of school SEMH offer and purchase of resources to implement - Whole school Zones of Regulation training - Establishment of Nurture Breakfast Club 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	3, 4, 6
<p>Improving the offer and uptake of extra-curricular activities in order to develop pupil's self-esteem and engagement with learning and school</p>	<p>Extra-curricular activities build personal motivation, self-esteem and resilience for pupils as well as enabling pupils to feel connected to their school community. The Social Mobility Commission's report shows that extra-curricular activities are not equally accessible for all: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	3, 4, 6

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Contingency fund for specific issues/ support	Based on our knowledge of our pupils and families, we have identified a need to set aside a small amount of funding to support pupils with attending educational visits, attending breakfast club and financial support for school uniform.	
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Total budgeted cost: £60,128

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations in some year groups. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Nationally, the attainment gap between disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic; this demonstrates the additional impact of COVID-19 on disadvantaged pupils.

As our strategy covers three years, one of which being a year impacted by Covid in which there was no statutory data (2020-21), comparisons and trends over time are

difficult. However, based on the statutory outcomes in 2022, the attainment gap between our disadvantaged pupils and non-disadvantaged pupils was:

- 11% in reading (down from 21% in 2019)
- 14% in writing (down from 16% in 2019)
- 23% in maths (up from 21% in 2019)
- 28% in RWM combined (up from 27% in 2019)

Progress for disadvantaged pupils at the end of Year 6 also improved in reading and writing when compared to 2019 progress scores.

60% of disadvantaged pupils achieved the phonics check at the end of Year 1.

33% of disadvantaged pupils achieved the expected standard in reading, writing and maths at the end of Key Stage 1. This compares to 2019 where 0% disadvantaged pupils achieved the expected standard in reading, writing and maths.

The quality of teaching has improved across the school. Teachers' professional development and understanding of effective pedagogy is rooted in the school's teaching and learning framework. As a result, all children are receiving quality first teaching which is better matched to their needs than was the case pre-Covid. However, leaders recognise that more precision is required in order to ensure that the attainment and progress of all disadvantaged pupils improves further.

Absence among disadvantaged pupils was 4.3% higher than their peers in 2021/22 and persistent absence 24.5% higher (based on autumn and spring data). The attendance gap has grown slightly from pre-pandemic figures. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

There has been a significant rise in social, emotional and mental health needs across the school. This is significantly higher than before the pandemic. The appointment of an Emotional Literacy Support Assistant (ELSA) and a mental health practitioner has enabled the school to better support identified pupils with their emotional wellbeing and readiness for school. However, next year, this support will need to be extended through the recruitment of a Pupil and Parent Support Leader as well as increased SEMH provision.

These results mean that we are not, at present, on course to fully achieve the outcomes that we set out to achieve by 2022/23, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.