Pupil premium strategy statement

2021/22 - 2024/25

Christ Church C of E School Clifton

Together We Learn

Review Details and Document History:

Next review due:	October 2025			
Committee responsible:	TLA			
Document location:	Website, Governor Hub, Google drive			Y
Statement authorised by:	Mark Oldfield, Headteacher			
Pupil premium lead:	Mark Oldfield			
Governor / Trustee lead:	Charlotte Withers			
	2021/22	2022/23	2023/24	2024/25
Number of pupils in school	323	319	317	315
Proportion (%) of pupil premium eligible pupils	31 pupils 9%	35 pupils 11%	30 pupils 9%	27 pupils 8%

Version	Approved by	Date	Key changes	Current author
1.0	TLA	Dec 2021	New document	Clare Jones Headteacher
2.0	TLA	Nov 2022	Review of 2021/22 goals	Clare Jones Headteacher
3.0	TLA	Nov 2023	Review of 2022/23 goals	Clare Jones Headteacher
4.0	TLA	Nov 2024	Review of 2023/24 goals	Mark Oldfield Headteacher

Contents:

Pupil premium strategy statement 0
Funding overview 1
Part A: Pupil premium strategy plan 1
Statement of intent 1
Challenges 2
Intended outcomes 3
Activity for the period 2021/22 to 2024/25 4
Targeted academic support 5
Wider strategies 6
Part B: Review of outcomes in the previous academic year 7
Pupil premium strategy outcomes 7
2023/24 academic year: 7
2021/22 academic year: ..... **Error! Bookmark not defined.**
Further information 9

Introduction

This statement details our school's use of pupil premium funding for the 2021-2025 period (and recovery premium for 2021 to 2022) 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 will review annually the effect that the previous year's spending of pupil premium had within our school.

Funding overview

Detail	2021/22	2022/23	2023/24	2024/25
Pupil premium funding allocation for academic year	£41695	£51580	£51170	£50,000
Recovery premium funding allocation this academic year	£4495	£4495	£1528	£0
Pupil premium funding carried forward	£0	£0	£0	£0
Total budget for this academic year	**£46190**	**£56075**	**£52,698**	**£50,000**

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress at school, in a nurturing and creative environment. 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, and try to overcome any barriers to a successful experience of school. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first 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.

Despite a fall in pupil numbers at Christ Church and the wider city, we have maintained a two-form entry structure. The smaller class sizes have offered pupils more high-quality teacher time.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the appointment of 'booster' teachers, to support the pupils whose education has been worst-affected (including non-disadvantaged pupils).

Our approach will be responsive to common challenges and individual needs, rooted in assessment and, 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. This will be achieved through effective use of an assessment tracking system - INSIGHT

- act early to intervene at the point need is identified – working closely with the SENCO to create IEPs, which are regularly updated. We will also seek support from external agencies.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Pupil progress meetings, which focus firstly on the disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions show a vocabulary gap among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Evidence nationally indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and wellbeing 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 some pupils experiencing social and emotional challenges.
5	Our attendance data over the last 3 years indicates that attendance among some of our disadvantaged pupils (including non-PP children) has been persistently below 95%. Our observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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.

Christ Church C of E School Clifton

Together We Learn

Intended outcome	Success criteria
1. 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 looks and ongoing assessment.
2. Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils make good progress in Reading, closing the gap where possible towards the attainment of 'all' pupils
3. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that from their starting points, considering all contributing factors, disadvantaged pupils made a good level of progress.
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	High levels of wellbeing demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in incidents of negative behaviour (evidence on CPOMS) • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Ashton Park sports events / early bird clubs
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: • the overall attendance rate for all pupils being above 95% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the percentage of all pupils who are persistently absent continues to fall

Activity for the period 2021/22 to 2024/25

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

Teaching software
Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Bristol and the South West Talks Oracy Project	There is a strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1, 2
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
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub/Boolean resources and CPD (including Teaching for Mastery training). Calculation Policy – Maths lead has been released to develop and improve this policy White Rose Number Sense - The systematic and structured programme enables children to develop both a deep understanding of number and number relationships, and fluency in addition and subtraction facts.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3

Targeted academic support

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

Budgeted cost: £44000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (see Teaching section above listing 'Oracy Project'.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1/4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. NESSY – Early phonics, reading and spelling intervention	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Reading Recovery (as part of Every Child A Reader) provides intensive teaching of the very lowest attaining children. Reading VIPERS – staff CPD release time	The development of reading comprehension strategies and oral language interventions are EEF suggested strategies for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6). "Literacy is the gateway to the curriculum"	1,2
Appointing an academic mentor and a school led tutor allows the school to offer a blend of 1:1 and small group teaching, and pastoral support for pupils whose education has been most impacted by the pandemic.	The provision is targeted at specific needs and gaps in knowledge. This can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF A significant proportion of the pupils who receive teaching from a 'booster' will be disadvantaged, including those who are high attainers.	1//2/3

Wider strategies

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of improving behaviour across school. Anti-Bullying Alliance ELSA *Emotional Literacy Support Assistant	*Both targeted interventions and universal approaches can have positive overall effects:* *Behaviour interventions | EEF (educationendowmentfoundation.org.uk)*	4,5
Healthy Schools Award This will provide opportunities for its pupils to learn how to be active, healthy and engaged citizens,	There is clear evidence of the benefits of good health and wellbeing of children. This includes daily physical activities, which includes competitive sport.	4,5

Total Budgeted Cost = £50000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2023/24 academic year:

Review of Pupil Premium Strategy Statement for 2023-24 (see Page 3 Challenges).

Attainment outcomes Challenges 1-3.

Year 1 Phonics All pupils 86% passed, Pupil Premium 2 pupils 50% passed

Year 6 Statutory Assessments SATs

END OF KS2 SATs RESULTS (year 6)	Christ Church All pupils 2024	National 2024	Christ Church PP (4 pupils) 2024
Reading – Expected Standard	91%	74%	50%
Reading – Higher Standard	46%	28%	25%
Writing – Expected Standard	86%	72%	50%
Writing – Greater Depth	26%	26%	50%
Maths - Expected Standard	83%	73%	75%
Maths – Higher Standard	34%	23%	25%
GPS - Expected Standard	89%	72%	50%
GPS – Higher Standard	46%	31%	25%
RWM - combined	71%	61%	50%

Year 6 SATs results showed that 50% (2) of the pupils in the cohort are at or above the expected standards in all of the defined subject areas shown above. These outcomes indicate both good progress over time and strong attainment. Because of the low numbers of pupils in year six we have looked at the pupil premium children across the school and included a table below that shows teacher assessment judgements across the school for the pupil premium children and a chart showing a comparison of assessments of their peers.



Year 2 SATs results for pupil premium children are teacher assessments. The results need to be considered for individuals as some pupils have contributory factors for example; SEND. The pupils may have made good progress however they may not have reached the expected standard.

In all year groups other factors sometimes impact the progress and attainment of pupil premium children. For example: English as an Additional language and the number of years a pupil has been at our school. Therefore, it is important that we consider our pupil premium children individually. These results demonstrate that many of our pupils are attaining well and making good progress, for those who are not we have analysis and commentary about them as individuals to support their journey. As a school we must continue to track them individually and adjust the provision to support and close their gaps.

Challenge 4

The pupil premium children have had access to our Emotional Literacy support assistant (ELSA), if needed, as well as a pastoral mentor. Class teachers discuss the needs of the children in their class with the senior leadership team during pastoral review meetings. A joined-up approach ensures that resources and training and whole school strategies target support to close academic and pastoral gaps. Referral to external agencies have been made as appropriate, particularly for children with SEND.

An enriched curriculum at no additional cost to parents/carers has supported pupil's engagement in their learning. Class teachers have ensured that barriers to participation have been considered and overcome as needed. For example: ensuring access to popular class reading books and school clubs and events.

Challenge 5

Attendance and punctuality are continuously monitored. Where a concern is identified the SLT and attendance officer work in partnership with external agencies and parents/carers to support improvement. This has led to noticeable improvements where possible. The celebration of our school attendance athletes provides motivation and a sense of belonging to our school community.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising support from Bristol City Council to train an ELSA. The training will help to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities (Ashton Park SSP/early bird clubs and NW24 events) to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluate why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. This is a continuous and cyclical process and the evaluative evidence is used to inform future planning.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to

learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.