

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium 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	Church Drive Primary School
Number of pupils in school	333
Proportion (%) of pupil premium eligible pupils	76
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Joanna Jones
Pupil premium lead	Mrs Jennifer Hughes
Governor / Trustee lead	Mr Kevin Smith – Pupil Premium Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,975
Recovery premium funding allocation this academic year	71 eligible - £11,890
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	£119,865

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

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 and young carers. The activity 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 National Tutoring Programme 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

All members of staff and the governing body accept responsibility to meet the needs of all our children using a range of provisions as detailed above.

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 with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps 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. Many of our disadvantaged pupils have been impacted by partial school closures in recent years to a greater extent than for other pupils due the lack of engagement with online learning and gaps in support from external agencies.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
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 significant knowledge gaps, in both core and foundation subjects, leading to pupils falling further behind age-related expectations, especially in writing.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 3% lower than for non-disadvantaged pupils.

	2 - 3% of disadvantaged pupils have been 'persistently absent' compared to 1% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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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>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>This will be measured by appropriate language screening processes, work scrutiny and learning walks</p>	<p>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.</p>
<p>Improved reading attainment among disadvantaged pupils.</p> <p>This will be measured by teacher administered standardised assessments</p>	<p>KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.</p>
<p>Improved writing attainment for disadvantaged pupils in all year groups at the end of each academic year.</p> <p>This will be measured by teacher moderated assessments across all years.</p>	<p>Whole school writing outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>This will be measured by pupil survey and teacher observations relating to levels of engagement, particularly in enrichment activities, and attitudes to self and school.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils showing 50% of attendance is from disadvantaged groups.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the attendance of disadvantaged pupils is the LA average (98.5%)

To be measured by detailed analysis of attendance data.

- the overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
- the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2.2% lower than their peers.

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: £60,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly, overseen by Assessment lead.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>
<p>Purchase of RWInc Resources and CPD to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>https://global.oup.com/education/content/primary/series/rwi/phonics/?region=international</p>	<p>2</p>

<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and development of Lead Teacher Roles to support staff across school (including Teaching for Mastery training).</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>3</p>
<p>Implementation of our Blossom Class, led by a qualified teacher, in 2022/23 to support children who are having difficulty accessing learning through behavioural issues, using a variety of bespoke interventions to support their management of their own behaviour.</p>	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>1,2,3,4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by</p>	<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):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>In addition, the Department for Education recognises the direct link between positive mental health in schools and</p>	<p>5</p>

<p>professional development and training for staff. This will be alongside a member of SLT gaining the Senior Mental Health Award from Carnegie University.</p>	<p>successful educational outcomes; the Mental Health Award for Schools builds on this link and provides a framework for educational institutions to evidence policies and initiatives that work towards improving emotional health and wellbeing for both staff and pupils.</p>	
<p>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 resources and CPD (including Teaching for Mastery training).</p>	<p>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</p>	<p>1,4</p>
<p>Pedagogical support – employment of a school improvement lead as part of the MAT and lead practitioners within school to develop questioning and retrieval across the curriculum, thus improving learner outcomes.</p>	<p>Rosenshine’s Principles of Instruction Principles of Instruction: ResearchBased Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)</p>	<p>1,2,4</p>

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

Budgeted cost: £45,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Use of assessed groups and identified RWInc interventions: https://global.oup.com/education/content/primary/series/rwi/phonics/?region=international</p>	<p>2</p>
<p>Small group tuition for year 6 in maths and English.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 4</p>

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

Budgeted cost: £13,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Define parental engagement as the involvement of parents in supporting</p>	<p>4, 5, 6</p>

<p>SENDCo to work with vulnerable families and improve parental engagement</p>	<p>their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. 	
<p>Financial support for extra-curricular activities – events, visits, school trips, residential, after-school clubs.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics, and science.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £ 115,600

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 -2022 academic year.

Our internal teacher assessments during 2021/2022 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to ongoing Covid-19 impact, which affected all our subject areas over the last couple of academic years to varying degrees. This is due to the delivery of the curriculum and lack of engagement with on-line learning during the academic years 2020 and 2021. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources prepared by our class teachers and live lessons. Our current plan continues to reflect how we will build on the gaps identified to support our disadvantaged pupils moving forward in all key stages.

Our overall attendance in 2021/22 (93.49%) was lower than in the previous year (96.95% 2020-21). This has remained below the national average, hence why attendance is a focus of our current plan and SIP.

Our assessments and observations indicated that pupil attainment, behaviour, wellbeing and mental health had been continue to be impacted upon recent years, with many cases relating back to the Covid-19 pandemic. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.