

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 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	Christ Church Primary School, Hampstead
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	Published November 2021 Reviewed November 2022
Date on which it will next be reviewed	November 2023
Statement authorised by	Katy Forsdyke, Head teacher
Pupil premium lead	Katy Forsdyke
Governor lead	Alex Chadwick

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,490
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£15,490</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We are an ambitious and inclusive school where our vision is for all pupils to experience *life in all its fullness* now and in the future (see our [vision statement](#).)

We strive for academic excellence for all pupils, regardless of their background, and full participation in all our wide-ranging school activities for all pupils.

Our Pupil Premium Strategy, alongside our wider school improvement plan and equalities plan, is one part of how we seek to redress any inequalities and enable all pupils to achieve highly and experience an inspiring range of opportunities.

We currently have a very small number of pupils eligible for pupil premium funding and these pupils have a wide range of individual and different needs. We track these pupils individually and as a group and we also include in the provision detailed in this strategy a wider group of 'disadvantaged' pupils with individual needs.

## Challenges

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

Challenge number	Detail of challenge
1	<u>Supporting attainment and progress – reading, writing and maths</u> We track the progress and attainment of all our pupils individually on a termly basis and we compare the progress and attainment of groups of children according to different characteristics including eligibility for pupil premium. Our analysis of both school-based data for all individuals and classes has shown that some individual pupils who are eligible for pupil premium are not attaining as highly as their peers who are not eligible for pupil premium in either reading, writing or maths. This difference has, in some cases, been exacerbated by the school closure periods.
2	<u>Developing long-lasting positive reading behaviours</u> Our detailed knowledge of what and how children read when they read for pleasure shows us that our pupils who are eligible for pupil premium do not all have access to the same sources of books or book experiences outside school and do not therefore always develop the same love of reading and positive reading behaviours as their non-disadvantaged peers.
3	<u>Developing vocabulary for oracy and writing</u> Our observations of children's oral language and our knowledge of children's writing shows us that some pupils who are eligible for pupil premium do not use the same level of vocabulary as their peers.
4.	<u>Supporting personal development and well-being</u> Our discussions with pupils and families, including well-being surveys, especially at the return-to-school points after school closure periods, have identified social and emotional issues for some families where children are eligible for pupil premium. We want to support these pupils' well-being and personal development by ensuring they participate as fully as possible in our wide-ranging extra-curricular and enrichment activities.

## 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
Improved reading, writing and maths attainment for individual disadvantaged pupils.	<p>Percentages of disadvantaged pupils reaching at least the expected standard in KS2 reading, writing and maths over the three years of this plan are in line with percentage for non-disadvantaged pupils.</p> <p>Summer 2022, 2023 and 2024 data, averaged for small numbers. This data will take into consideration the very small numbers in our pupil premium group.</p>
Increased evidence of long-lasting positive reading behaviours in our disadvantaged pupils.	<p>Children in our disadvantaged group demonstrate an ability to make appropriate and engaging books choices for themselves and that they read widely for pleasure and can talk about what they have read.</p> <p>Data from class teacher and subject leader pupil voice sessions.</p>
Improved use of wide-ranging and higher level vocabulary (Tier 2 and 3 vocabulary) in both speech and writing in our disadvantaged pupils.	<p>Children in our disadvantaged group use appropriate Tier 2 and 3 vocabulary in their speech and writing.</p> <p>Data from observations of pupils and assessments of writing over time.</p>
Sustained increase in pupil well-being and personal development amongst all pupils and disadvantaged pupils in particular, through participation in a wide range of enrichment and extra-curricular activities.	<p>Increase in well-being demonstrated through well-being surveys; increase in personal development demonstrated through PSHE assessments, for example.</p> <p>All disadvantaged pupils attend at least one after school club and participate fully in all enrichment activities within the school day, including our residential trip.</p>

## 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: **£1390**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued implementation of <b>DfE-validated Systemic Synthetic Phonics</b> programme and associated training and resources (Little Wandle for Letters and Sounds Revised) – ongoing subscription costs for up-to-date access to CPD for staff, resources and additional programmes</p>	<p>The DfE 2021 <a href="#">Reading Framework</a> and 2022 <a href="#">Ofsted curriculum research review: English</a> include a range of evidence demonstrating that consistent use of a SSP enables rapid progress for all pupils in reading.</p> <p>EEF reports a range of research that demonstrate the high impact of phonics on outcomes and progress of disadvantaged pupils:</p> <p><a href="#">EEF Phonics</a></p>	<p>1, 2, 3</p>
<p>Participation in NCETM <b>Maths Hub ‘Teaching for Mastery’</b> teacher CPD group and associated in-school CPD for other staff members</p> <p>2022/23 onwards: participation and training in NCETM Maths Hub <b>mastery specialist training</b></p> <p>(Maths hub programme is fully funded; pupil premium funding to be used for associated dissemination costs in school)</p>	<p>Both the DfE Maths Hubs programme, EEF toolkit and Ofsted curriculum research review for mathematics provide a range of evidence sources for the high impact of mastery approaches, including for disadvantaged pupils:</p> <p><a href="#">Maths Hubs Mastery programmes</a></p> <p><a href="#">EEF Mastery approaches</a></p> <p><a href="#">Ofsted curriculum research review: Mathematics</a></p>	<p>1</p>
<p>Increase understanding of <b>meta-cognition</b> across staff team (whole staff, curriculum leader training) and continue to implement, review and develop our school-developed ‘learning skills’ lessons</p>	<p>EEF reports a range of evidence that there is a strong impact of ‘learning to learn’ and metacognition activities on pupil outcomes:</p> <p><a href="#">EEF Metacognition</a></p>	<p>1, 4</p>

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

Budgeted cost: £11,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to run <b>'Reading for enjoyment and progress' group for targeted group of pupils</b> (disadvantaged group and wider target group)</p> <ul style="list-style-type: none"> <li>• Led by TA and teacher, with half-termly visits to local book shop (or online ordering where needed)</li> <li>• Older children in the reading group acting as reading mentors for younger pupils and supporting with book choices and 1:1 reading</li> <li>• Purchase of pupil-choice books for sharing and discussion</li> <li>• Purchase of e-readers for sharing between this group</li> </ul>	<p>The DfE 2021 <a href="#">Reading Framework</a> and 2022 <a href="#">Ofsted curriculum research review: English</a> include a range of evidence demonstrating that developing a love of reading, alongside developing reading fluency, is of the highest priority in enabling children to develop vocabulary (for use in speech and writing), to access the wider curriculum and to support well-being.</p>	<p>1, 2, 3, 4</p>
<p>Provide additional one-to-one <b>volunteer reader</b> sessions (using Beanstalk volunteers) targeted at disadvantaged pupils.</p>	<p>The DfE 2021 <a href="#">Reading Framework</a> includes a range of evidence demonstrating that developing a love of reading, alongside developing reading fluency, is of the highest priority in enabling children to develop vocabulary (for use in speech and writing), to access the wider curriculum and to support well-being.</p>	<p>1, 2, 3, 4</p>
<p>Provide <b>after school booster sessions</b> for disadvantaged pupils (and others) to target specific areas of the curriculum missed or misunderstood because of school closure periods</p> <ul style="list-style-type: none"> <li>• Small groups (3-6) for series of 2-5 sessions</li> <li>• Led by class teachers</li> </ul> <p>(also part-funded through carried forward 20/21 COVID catch-up premium in 21/22)</p>	<p>EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a good impact on pupil progress: <a href="#">EEF Small Group Tuition</a></p>	<p>1</p>
<p><b>Additional teacher and teaching assistant time</b> directed at</p> <ul style="list-style-type: none"> <li>• individual reading sessions</li> <li>• individual/group phonics 'keep up'</li> <li>• individual or small group maths and English booster groups within school time</li> </ul>	<p>EEF reports a range of research that small group tuition, such as our finely targeted booster sessions, can have a good impact on pupil progress: <a href="#">EEF Small Group Tuition</a></p> <p>EEF report a range of evidence that individual support provide by a TA or teacher is very effective in improving pupil outcomes: <a href="#">EEF One to One Tuition</a></p>	<p>1, 2, 3</p>

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

Budgeted cost: £2300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support full participation of disadvantaged pupils in <b>extra-curricular and enrichment activities</b> , through financial contribution	DfE Wellbeing for Education Recovery documents report the importance of a range of activities to promote well-being: <a href="#">DfE Wellbeing for Education Recovery</a>  The <a href="#">EEF toolkit on lifeskills and enrichment</a> provides research evidence that participation in arts activities and activities supporting social and emotional learning has a positive impact on pupils' academic learning and character development.	4

**Total budgeted cost: £15,490**

## 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 to 2022 academic year (plus some relevant evaluation from previous years).

We continue to track individual pupil progress and attainment each term, adapting our provision and extra support accordingly. For example, our analysis of data (comparison of pupil premium/non-pupil premium group progress and attainment) shows that the gap between attainment in reading of the pupil premium group and other pupils has been closing over the past several years, but has increased slightly in our 2022 teacher assessment results. We believe the closure of the gap over time has been due to the positive impact of our pupil premium 'reading for progress and enjoyment' group, but that the restrictions in place during the COVID period had an impact on the level of individual and group reading support we could provide. This has led us to redouble our efforts with this over the 21/22 and 22/23 academic years to support reading in the disadvantaged pupil group across the school.

Our pupil premium tracker monitors individual progress and attainment for the small number of pupils eligible for Pupil Premium funding:

- Pupils eligible for pupil premium funding who left Year 6 in **2019** achieved very positive results in the end of key stage assessments (four eligible pupils): Reading: three expected, one greater depth; Writing: one expected, three greater depth; Maths: one expected, one working towards expected, two greater depth.
- Pupils eligible for pupil premium funding who left Year 6 in **2020** achieved very positive teacher assessment results (no statutory assessments) (two eligible pupils): Reading: one expected, one greater depth; Writing: one expected, one greater depth; Maths: one expected, one greater depth.
- Pupils eligible for pupil premium funding who left Year 6 in **2021** achieved very positive teacher assessment results (no statutory assessments) (one eligible pupil): Reading: expected; Writing: expected; Maths: greater depth.
- Pupils eligible for pupil premium funding who left Year 6 in **2022** achieved positive end of key stage assessment results (one eligible pupil): Reading: expected; Writing: working towards expected; Maths: expected.

All our eligible pupils (Y2-6) participated in additional after school booster sessions for some period of the 21/22 academic year addressing specific objectives which had been missed or misunderstood during the COVID period. Some of these pupils participated in series of ten or more additional sessions with funding provided by both pupil premium and school-led tutoring funds.

Positive feedback from pupils and parents also tells us that they value the wide range of opportunities provided at school including the range of after school clubs and our school journey.

In 2019/20 all our eligible KS2 pupils took part in at least one opportunity to represent the school in sports or arts activities and all participated in all class trips, including our residential trip, and after school clubs (before the first school closure period). During the period of school closure and through the June and July return to school of all pupils, we focused additional teacher and TA time on supporting learning and emotional well-being of pupils eligible for pupil premium (in place of provision of wider opportunities).

In 2020/21, because of COVID restrictions and the second school closure period, opportunities for extra-curricular and enrichment activities were again limited. Disadvantaged pupils took a full part in any virtual activities with their classes, were supported with technology at home to access home learning and wider resources, were targeted for participation in our after-school provision when this could take place and took a full part in our rescheduled Y6 residential trip.

In 2021/22 our full programme of after school and extra-curricular activities returned throughout the year. All pupils who were eligible for pupil premium funding took part in at least one after school club and all eligible pupils in KS2 had the opportunity to represent the school in a sports or arts event or attend an additional enrichment activity such as a science trip to the Royal Institution. All eligible pupils fully participated in all class trips, including the Y6 residential school journey, with funding/part funding for trips and clubs provided through pupil premium funds.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Little Wandle Letters and Sounds Revised systematic synthetic phonics scheme	Little Wandle