

Churchwood Pupil Premium Strategy Statement

September 2021

This statement details our academy'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 and the effect that last year's spending of pupil premium had within our school.

Academy overview

Detail	Data
Academy name	Churchwood Primary Academy
Number of pupils in the academy	211
Proportion (%) of pupil premium eligible pupils	36.5% (77 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022- 2023 2023 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ros Collett
Pupil premium lead	Jo Bodiam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100, 000
Recovery premium funding allocation this academic year	£11, 141
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6900
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	£ 118,041

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 ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision we would consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- To allocate a ‘Catch Up’ Enhanced Teaching Assistant - providing small group work focused on overcoming gaps in learning.
- To run speech and language interventions.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support interventions

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading
2	Impoverished Language – Speech and Language difficulties
3	Narrowing the attainment gap across Reading, Writing, Maths and Science
4	Attainment gap in children achieving greater depth in writing
5	Attendance and Punctuality issues.
6	Frequent behaviour difficulties within a core group of children
7	Children experiencing mental health difficulties
8	Limited extra –curricula and cultural capital opportunities

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater Depth in writing	Achieve national average for greater depth writing
Improve attendance of pupil premium pupils	Ensure attendance for disadvantaged pupils is at least above 95%

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: £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training for all staff to maintain skills and develop teaching practice. To ensure Quality First Teaching across all classrooms. This will provide specific professional development to staff in order to support all learners	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. CPD Training is mapped out across the staff PDMs and led by members of the Senior Leadership Team, SALT and	2,3,4

Ongoing Teaching Assistant CPD workshops to focus on specific learning needs and to cascade learning from external agencies	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	2,3,4
TA recruited to become Expert Reader' and lead reading interventions across the Middle Academy.	EEF Toolkit (+4) Teaching Assistant Interventions Phonics (+5)	2,3

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers to work within Year 5 cohort to allow Year 5 cohort to be taught as two small classes for maths and English sessions.	EEF toolkit (+2) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 5 cohort and have identified that 2 small classes under 20 children would allow teachers to increase the amount of attention each child will receive.	2,3,4
Reading Interventions Phonics / Reading support, Daily Supported Reader, Lexia Core 5, Bullesye.	EEF toolkit (+5) Phonics, EEF (+6) Reading Comprehension activities.	1,2,3
Speech and Language Support via SALT Team to provide assessments, bespoke interventions and in house training.	EEF toolkit (+6) Oral Language Interventions	2,3, 4
Additional adult support for learning including individual tutoring and targeted group learning. This will enable individual and small group interventions which target specific learning gaps.	EEF toolkit (+5) One to one / small group tutoring	2,3,4

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

Budgeted cost: £ 25,041

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural capital experiences promoted in the curriculum.</p> <p>Essential experiences built in to the curriculum:</p> <p>Subsidising trips and experiential learning opportunities</p> <p>Contributions to whole school themed weeks (including Anti-Bullying week, Book Week, Science Week, etc)</p> <p>Contributions towards enrichment programmes (eg: Leading Edge project, Able Writers' Days, etc)</p> <p>Contributions towards after school clubs and extended schools provision</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	1,7,8
<p>Therapeutic Interventions Provision including;</p> <p>Boris Worry box sessions</p> <p>ELSA</p> <p>Lego Therapy</p> <p>Time to Talk</p> <p>Aspirations Group</p> <p>Social Skills groups</p> <p>Talk About</p> <p>My Time Too</p> <p>ESBAS sessions</p> <p>EP consultancy support</p>	<p>Reduction in behaviour incidents across the academy.</p>	7
<p>Mental Health First Aider support and Parent Support Advisor</p>	<p>Parent surveys</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from home school link worker.</p> <p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>EEF toolkit– Parental engagement (+4)</p>	1,7
<p>Attendance Officer will provide support by:</p> <p>Targeting persistent absentees across the academy to improve attendance rates</p> <p>Hosting information events for parents to support good attendance</p>	<p>We define parental engagement as the involvement of parents in supporting 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; 	1,5

Completing statutory attendance work with ESBAS	<ul style="list-style-type: none"> • 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>EEF Parental Engagement (+4)</p>	
Behaviour Interventions	EEF toolkit (+4)	6

Total budgeted cost: £ 118,041

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 2020 to 2021 academic year.

Due to the COVID-19 pandemic and period of partial school closures, government produced performance measures have not been published for the 2019/2020 and 2020/2021 academic years and any results produced will not be used to hold schools to account.

The Covid 19 pandemic and the subsequent partial closure of the academy had a significant impact upon the ability of the school to undertake all of the intended actions detailed on last years' Pupil Premium Strategy Statement. With this in mind, many of the barriers identified last year remain the same for this academic year as do many of the planned strategies that we will utilise the Pupil Premium and Recovery Premium funding for. It has been challenging to fully analyse accurately the impact of last year's funding due to the amount of time that children were not in the academy. In addition, difficulties have been faced with measuring pupil progress and attainment that would ordinarily be used to gauge impact of expenditure.

- All staff completed CPD on Barry Carpenters 5 Levers 'Recovery Curriculum' to support pupils as they reintegrated back into school.
- A complimentary curriculum using worry busters, art therapy and support groups was provided for those identified as particularly in need. Behaviour tracking evidenced that behavior remained consistent across the academy.
- Pupils on the speech and language caseload were supported throughout the lockdown period via tele therapy and on return to the academy via speech and language interventions.
- During the lockdowns vulnerable families were supported by visits which included food packages and learning materials.
- The pupil premium fund enabled the academy to ensure pupils had access to cultural capital activities via class trips and visitors following the lockdown period.

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
Lexia Core 5	Lexia UK
Maths Mastery Training	Ark Academies Trust
Language Link	Speechlink Multimedia Ltd
Speech Link	Speechlink Multimedia Ltd