

CHBP Federation Pupil premium strategy statement 2021-2022 Church Hill Primary School

This statement details our school'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.

School overview

Detail	Data
Federation name	Church Hill and Brunswick Park Federation
Number of pupils in Church Hill Primary School	209
Number of pupils in Brunswick Park Primary and Nursery school	453
Proportion (%) of pupil premium eligible pupils in Church Hill School	14.8%
Proportion (%) of pupil premium eligible pupils in Brunswick Park Primary and Nursery	14%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mr A Griffiths and Miss Jo Porter
Pupil premium lead	Mrs Karen Wright
Governor	Mrs Sue Markham

Funding overview

Detail	Amount
CH Pupil premium funding allocation this academic year	£4,4385 (+PP LAC £4690).

CH Recovery premium funding allocation this academic year	£2537.50
Tutoring	£2480.63
Catch Up funding	£6960.00
Total budget for this academic year	£61,053.13

Part A: Pupil premium strategy plan

Statement of intent

Our Federation is committed to raising the attainment and progress of our pupils and diminishing the difference for the disadvantaged pupils through challenge for all, a shared ethos, equality of opportunity and Parent Partnerships.

We aim to inspire the children to be the best they can be through high quality teaching, targeted academic support and the use of evidenced based wider approaches. We have high expectations for all, identify barriers through rigorous monitoring and swiftly employ targeted support to address these.

By the time our disadvantaged pupils leave us, they are performing well above other pupils nationally and locally. They make rapid progress from their starting points and leave fully prepared for the next stages of their lives. Targeted interventions support them to keep up.

This plan identifies the barriers for our disadvantaged pupils, reflects the recovery required following the global pandemic and plans for the progress and achievement of all so they can reach their potential.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary and Language <ul style="list-style-type: none">• Some more able pupils lack the breath & depth of vocabulary to reach higher levels of achievement• There are identified pupils who have specific speech and language difficulties which impact on their social and emotional development and their achievement.• There are identified pupils who do not have the wider life experiences, rich reading experiences or rich discussion at home to have developed a broad vocabulary.

2	<p>Reading Comprehension and Reading Fluency</p> <ul style="list-style-type: none"> • Many pupils have not experienced a range of challenging materials outside of school, so lack the foundations in order to respond to text with depth and precision of answers. • Some pupils are not exposed to reading beyond their school opportunities, and so are at risk of not developing a love of reading. • Some pupils are at risk of not achieving the required fluency in phonics to become confident readers as a result of limited reading experience at home, or a specific SEND need.
3	<p>Problem solving in Mathematics</p> <ul style="list-style-type: none"> • Covid-19 has resulted in gaps in the coverage of the maths curriculum and this is particularly evident in elements of reasoning. • Some pupils lack the number fluency required to readily access other areas of the maths curriculum.
4	<p>Emotional literacy and self-regulation</p> <ul style="list-style-type: none"> • Identified pupils have limited emotional vocabulary and resilience. They struggle to express emotions and to employ strategies for self-regulation. • Some pupils struggle in identifying their strengths and needs and in articulating these. • The periods of remote learning and isolation due to the pandemic have deprived some pupils of opportunities to develop resilience and independence. This is particularly noticeable for our youngest pupils.
5	<p>The financial and emotional impact of the COVID-19 pandemic</p> <ul style="list-style-type: none"> • Environmental factors such as insecure housing, financial worries and difficulty accessing services have worsened, and this has had an impact on both parents and children’s wellbeing. • Some parents lack the subject knowledge or confidence to support pupils with home learning. • Many families are experiencing increased financial hardship which further limits the breadth of enriching experiences children are able to access outside of school.
6	<p>Attendance</p> <ul style="list-style-type: none"> • A small group of pupils have attendance of below 90%.

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
Challenge 1: Vocabulary and Language	

<p>Pupils have the broad, rich vocabulary necessary to achieve greater depth in writing and reading. Their responses to reading comprehension questions are precise and demonstrate a deep understanding of the text.</p> <p>Pupils with speech and language delay are swiftly identified and effective interventions put in place to support them.</p> <p>Pupils who do not read regularly at home, read at least 3-4 times a week with an adult in school.</p> <p>Support and guidance is provided to parents so they can effectively support reading at home.</p> <p>A broad, rich curriculum, and enrichment opportunities such as participation in the arts, trips and online workshops, support pupils to develop a broad vocabulary.</p>	<p>Pupil books and other evidence demonstrate at least good progress from their starting points in reading and writing.</p> <p>Pupil books across the curriculum, and other evidence demonstrates strong progress in vocabulary development. Pupils accurately use and apply the key vocabulary taught.</p> <p>Reading progress from KS1 to KS2 remains well above the national average and well above the local average.</p> <p>Reading attainment at KS1 remains above local and national averages, including the percentage reaching a higher standard. Internal data indicates expected or better progress for all pupils from EYFS to KS1.</p> <p>The percentage of pupils passing the phonics screening in Year 1 is above 90%, so it is above local and national averages.</p>
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Challenge 2: Reading Comprehension and Reading Fluency

<p>Pupils read a wide range of appropriately challenging texts and develop a love of reading.</p> <p>Pupils take part in a wide range of enriching opportunities to support a love of reading such as author visits and workshops.</p> <p>Pupils make rapid progress in phonics as a result of quality first teaching. Pupils are supported to keep up through targeted interventions.</p> <p>Pupils are able to respond to reading comprehension questions with depth and precision.</p>	<p>Reading attainment at KS1 remains above local and national averages, including the percentage reaching a higher standard. Internal data indicates expected or better progress for all pupils from EYFS to KS1.</p> <p>The percentage of pupils passing the phonics screening in Year 1 is above 90%, so it is above local and national averages.</p> <p>Lesson observations, learning walks and book looks indicate that the quality of teaching is good or better in all classes.</p>
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Challenge 3: Problem Solving in Mathematics

<p>Gaps in the coverage of the maths curriculum, particularly elements of reasoning, are addressed through quality first teaching and revision of the curriculum.</p> <p>Targeted interventions support pupils to make up for lost learning in maths.</p> <p>Quality first teaching, and interventions, support pupils to keep up by securing their number fluency.</p>	<p>Lesson observations, learning walks and book looks indicate that the quality of teaching is good or better in all classes.</p> <p>Maths attainment at KS1 and KS2 remains above local and national averages, including the percentage reaching a higher standard. Internal data indicates expected or better progress for all pupils from EYFS to KS1 and from KS1-KS2.</p> <p>Pupils meet the challenging targets set for them.</p>
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Challenge 4: Emotional Literacy and Self-Regulation

<p>Pupils talk positively about themselves as learners. Pupils can confidently express their achievements, needs and challenges and talk about strategies they can use to support themselves, as well as how adults can support them.</p> <p>Pupils have the emotional vocabulary to ask for help, express feelings, select from given self-regulation strategies, talk about difficulties and accept praise and constructive criticism.</p> <p>Staff are highly knowledgeable regarding possible barriers to learning linked to emotional dysregulation and swiftly put in place highly effective support for pupils where necessary. Staff understand behaviour as communication.</p> <p>Pupils with emotional or social and communication needs are identified swiftly, and have access to bespoke support.</p> <p>Effective partnerships with parents support pupils.</p>	<p>Behaviour records indicate that poor behaviour for learning is not a barrier for pupils, or where it has the potential to be a barrier, this is rapidly and effectively addressed.</p> <p>Pupils feel happy, safe and well supported in school. They are supported to be calm, alert and ready for learning.</p>
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Challenge 5: The financial and emotional impact of COVID 19

<p>Parents know how to support their children (emotional wellbeing and academically), and are fully involved in the school community.</p> <p>Families are signposted and supported by school. Additional environmental / financial barriers are identified and positive actions are swiftly taken to help mitigate these.</p>	<p>Pupils feel happy, safe and well supported in school. They are supported to be calm, alert and ready for learning.</p> <p>Parents know how to access support and feel well supported. As a result, there are high levels of engagement with home learning and school-life.</p>
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Challenge 6: Attendance

Attendance is not a barrier to achievement or wellbeing for pupils. Pupils want to be in school.	The attendance of the targeted pupils reaches 95%+, or there is evidence of rapidly improving attendance as a result of the interventions put in place.
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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: **£35,772**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD linked to effective feedback, and use of self and peer assessment. Training will include making effective use of feedback for pupils with SEND.	EEF Toolkit states feedback has a high impact (+6 months) for low cost. It states that lower attaining pupils particularly benefit from explicit feedback. There is evidence that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement.	1, 2, 3, and 4.
Lesson Study Cycle with a focus on supporting pupils with SEND, including those with SEND who are disadvantaged. Staff CPD linked to effectively supporting pupils with SEND including those who are disadvantaged.	Lesson Study was extremely useful professional development, teachers valued the opportunity to collaborate with colleagues in a structured way, and several improvements to practice were observed as a result of the programme when we have run it previously. It has been particularly effective at improving the progress for targeted individuals who teachers identified as previously making slower progress or who have SEND.	1, 2 and 3

Staff CPD linked to the effective teaching of phonics.	The EEF Toolkit states that phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.	2
Maths CPD to include the use of spaced practice to revise and secure core number skills.	Internal school data shows that number fluency is a key barrier to achievement in maths for a group of our disadvantaged pupils.	3
Staff CPD and further revision of curriculum maps and knowledge organisers to outline the key vocabulary to be taught in each unit, and how to explicitly teach new vocabulary.	Internal moderation and assessment indicates progress in pupil's vocabulary. Lesson observations indicate the consistent explicit teaching of vocabulary with scaffolding and active learning.	1
Staff CPD linked to effective teaching of whole class and guided reading, specifically using questioning to probe and deepen understanding.	EEF Toolkit states that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.	2
Further development and revision of the reading curriculum to ensure texts are appropriately rich, diverse and challenging. and so that skills are built on each year.	See above.	2
Release of Reading Lead and English Subject Lead to support with planning, and to team teach with staff.	EEF Toolkit states that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.	2

<p>Release for AHT to lead programme of LSA training and development.</p>	<p>LSAs need to have the appropriate CPD and guidance to ensure that the interventions that they are delivering are effective. EEF Toolkit indicates that when LSAs deliver interventions that are clearly structured and when they have had appropriate training they can be highly effective.</p> <p>The EEF Toolkit states that research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>1,2 and 3</p>
<p>Purchase of online programmes to support home learning including: Time Tables Rockstars, MyMaths, Numbots, Developing Experts and Spelling Frame.</p>	<p>EEF states that studies involving home learning using digital technology typically have greater impact (+ 6 months) than paper based home learning. It also states that to maximise impact, it also appears to be important that students are provided with high quality feedback on their work and that the work set relates to revision of core skills and is linked closely to work set in class. These programmes meet the above criteria. They reduce the need for parents to have the subject knowledge necessary to support their child.</p>	<p>1, 2 and 3</p>
<p>Accelerated Reader and MyOn subscription</p>	<p>Research summarised by the EEF found that Accelerated Reader increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time. The programme also supports assessment and informs intervention planning.</p>	<p>1 and 2</p>
<p>Redevelopment of the outdoor EYFS environment so that it supports higher levels of challenge.</p>	<p>High quality outdoor provision will support progress through allowing higher levels of challenge.</p>	<p>1, 2 and 3</p>

Continued investment in the school library.	School information shows that most of our disadvantaged pupils do not access public libraries and have limited reading material at home. Therefore, it is essential that we provide a wide selection of engaging books in school. The implementation of an online library system means pupils are recommended new books based on what they have already read which increases motivation and engagement.	1 and 2
Funding used to support cost of employing additional teachers to provide high quality specialist music, art and PE provision.	Specialist provision ensures that pupils have access to consistently high quality teaching and these staff support on specialist to have 'expert' knowledge. This ensures that we deliver a high quality, enriching wider curriculum to all pupils, including those who are disadvantaged.	1 and 4

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

Budgeted cost: **£10,592**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Breakfast Booster programme.	The EEF Toolkit states that phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	2
Literacy, Maths, GPS, Spelling and Reading Booster and Challenge groups before and after school.	Achievement data for previous years shows that these interventions have been highly effective resulting in the school consistently performing well above national and local averages at the end of KS2 in terms of Reading, GPS, writing and Maths at the end of KS2.	1, 2 and 3

Additional 1:1 reading support 4 times per week.	In school evidence indicates that for a target group of disadvantaged pupils a lack of regular reading at home results in slower progress. Pupils need regular reading opportunities with an adult to build fluency, comprehension and confidence.	1 and 2
OTTO Project Y1 and Y2	Developing functional skills through a holistic approach which takes into account the physical, social, emotional, sensory and cognitive abilities and needs of students is essential. This will support pupils to develop skills for handwriting, fine motor skills and daily living skills. These impact self-esteem and ambition.	4

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

Budgeted cost: **£14,689**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Pastoral Lead x 1 day per week to support targeted pupils and families. This includes supporting attendance.	Education Endowment Fund Teaching and Learning Toolkit research states behaviour management intervention has a high impact (+4mths). Positive results include increased time for learning, reduced low level disruption and increased parental engagement.	4, 5 and 6
Workshops (in person and online), trips and whole class lessons to support participation in the arts. This includes: -Y5 Pocket Opera -Y6 Shakespeare Workshop -Y4 Whole Class Instrumental Tuition -Y2 Infant Music Festival	The EEF Toolkit states that 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. These activities also help support engagement and wellbeing.	1, 5

Staff CPD on supporting pupils with self-regulation.	EEF Teaching and learning Toolkit demonstrates the positive impact of self-regulation. Studies show +8 months can be achieved in primary settings	4
Subsidised or free attendance at activity clubs, or breakfast and after school clubs.	Breakfast and After School Club supports parents to be able to work. Breakfast Club also supports attendance and transition into school in the morning. Activity clubs linked to sport support pupil motivation, behaviour, physical and mental health and attendance which impacts positively on achievement.	6

Total budgeted cost: £61053

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 COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. The progress and achievement for the disadvantaged cohort was monitored and evaluated through the following methods:

- Book looks and internal moderation for core subjects (including NFER tests, phonics screening, use of accelerated reading assessments, spelling frame)
- Learning walks, pupil progress meeting, reading logs and attendance data contributed to the summative and formative assessments.
- Online home learning monitoring during remote learning to evaluate engagement, knowledge development and social needs.
- Recovery planning and risk assessment to ensure a tailored programme for the disadvantaged pupils.
- Specific support for social, emotional and mental wellbeing

Internal School data shows the following outcomes:

Key Stage	Reading	Writing	Maths	GPS
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End of Key Stage 1

PP – 4 pupils EXS+ PP: 80%

EXS+ Non PP: 74%

GDS+ PP: 20%

GDS+ Non PP: 28% EXS+ PP: 80%

EXS+ Non PP: 79%

GDS+ PP: 0%

GDS+ Non PP: 25% EXS+ PP: 80%

EXS+ Non PP: 76%

GDS+ PP: 0%

GDS+ Non PP: 21% N/A

End of Key Stage 2

PP – 16 pupils

Phonics Pass Rate Y1 2020-21: Phonics Pass Rate Y2 Nov 2020-21: