

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Churchfields Primary School
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	28.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-24 to 2025-26
Date this statement was published	1 <sup>st</sup> September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	D Beardsmore, Headteacher
Pupil premium lead	C Pattison, Deputy Headteacher
Governor / Trustee lead	S Phillips, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,685
Recovery premium funding allocation this academic year	£15,515
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,200

## Part A: Pupil premium strategy plan

### Statement of intent

We aim to ensure that all our children 'Be the Best you can be' through the school values of respect, resilience, and responsibility, irrespective of their background. This is especially true for the educational outcomes. Our pupil premium strategy is designed to support disadvantaged pupil achieve their true potential regardless of their starting points.

We will also consider the challenges faced by our vulnerable students – including those with a social worker, young carers and others and we believe the activity we have outlined here will support their needs as well, regardless of whether they are classed as disadvantaged or not.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas:

- Quality First Teaching
- Academic Support
- Wider Approaches

The Education Endowment Foundation's (EEF) pupil premium guide provides additional information and evidence about effective use of this funding and has been used to inform our pupil premium planning.

High quality first teaching that is based on a well-planned and sequenced curriculum is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non- disadvantaged pupils in school. Our approach is intended to not only close the attainment gap for disadvantaged pupils but to do this while sustaining and improving the progress for non-disadvantaged pupils. The strategy is intended to work alongside the wider school plans to improve the quality of education through the school action plan and the carefully targeted use of the budget for school led tutoring which needs to be well planned and targeted on addressing the gaps in children's learning.

Our approach will be carefully targeted to individual needs and common challenges that are faced by our children and will not make stereotypical assumptions about the impact of disadvantage.

In addition to the academic support, we will also ensure that children receive the appropriate wider support so that they have a rich cultural capital with experiences that brings their learning to life.

It is the school's intention to ensure that additional funding is used to improve the attainment and life chances of our disadvantaged pupils and to help to mitigate the additional negative impact of COVID-19 on these pupils. The ultimate aim is, of course to ensure that there is no discernible gap between the performance of these and other pupils. These plans are designed to work towards this aim by narrowing the gap. To ensure they are effective we will:

- Ensure that disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approaching which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

- Ensure that as a school our system closely monitor and track the progress made by individual disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Due to the success of our work with parents last year our families are no longer socially isolated, however, there is a significant difference between the support parents in non-disadvantaged households can give compared to those who are disadvantaged.
2	Assessments, observations, and discussions show that our disadvantaged children have lower speech and language skills (oracy, vocabulary, and emotional literacy) than their peers.
3	Discussions with pupils and parents show that there is a lack of appropriate technological devices in the homes of our disadvantaged children to support learning. Parents of disadvantaged children also tell us they are not confident in supporting children at home with their learning. They rely on the equipment we are able to provide through pupil premium funding.
4	Attendance for some specific disadvantaged pupils is significantly low meaning that these children are persistently absent. For these families the issues are often multi-generational and therefore very difficult to change.
5	Analysis of KS2 data shows that although there are many examples of good performance in individual subjects by disadvantaged children there is still a gap of the numbers who combined their attainment to achieve the standard in all areas of reading, writing and maths compared to their peers. We made progress last year by reducing the gap from 31% to 23% but we still need to narrow this further.
6	KS1 external data still shows a significant gap between disadvantaged and non-disadvantaged in all areas. We need to address this for next year and also look at reducing the gap with the new year 3 cohort.
7	Internal assessments, observations, and discussions with pupils show that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and their progression through the book bands. There is evidence of progress being made but this area still needs to be addressed especially with a new cohort coming through.

8	Knowledge of our individuals and families shows that some of our disadvantaged households are facing particular hardships and challenges that will require bespoke support and we must ensure we have the capacity to do this.
9	Internal assessment data has highlighted a significant gap in attainment in for year 4 disadvantaged pupils for reading and especially writing.

## 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
Disadvantaged children in early years and KS1 make good progress in improving early language and that the gap between their language development and that of their peers is narrowed by the end of KS1.	Assessments and observations show that disadvantaged pupils improve their language skills throughout the early years. This improvement is continued in KS1. Evidence for this will be seen in pupil discussions, books, and engagement in lessons as well as formal assessments showing the gap to be narrowing.
To achieve and sustain improved attendance for specific families who have entrenched persistent absence.	Individual case studies will show progress for these hard-to-reach families.
To narrow the gap between KS2 disadvantaged and non-disadvantaged pupils achieving the combined standard in reading, writing and maths	KS2 results show that the difference between the performance of disadvantaged and non-disadvantaged narrows significantly from 23% to the national average gap in the first instance.
To significantly narrow the gap between KS1 disadvantaged and non-disadvantaged pupils achieving the standard in reading writing and maths.	KS1 results show that the difference between the performance of disadvantaged and non-disadvantaged narrows significantly. The gap being less than 20% in the first instance.
Disadvantaged pupils in early years and KS1 make good progress in phonics and develop well through the reading bands.	Assessments, observations, and discussions show disadvantaged pupils making good progress with phonics. Reading records, scrutinises and direct observation show disadvantaged pupils developing good fluency and progressing through the book bands at a similar rate to their peers.
Parents feel confident about supporting their children academically especially with early years phonics, KS1 phonics into reading, and lower KS2 maths.	There is a good turnout of disadvantaged parents at academic based school workshop events. Observations, discussions and progress of children increases as a result.

Narrow the gap for reading and writing in Year 4	Internal assessment evidence shows that the attainment gap between year 4 disadvantaged pupils and their peers continues to narrow.
Narrow the gap for reading, writing and maths attainment for year 3 cohort	Internal assessment evidence shows that the attainment gap between year 3 disadvantaged pupils and their peers narrows.
Children in years 4,5 & 6 have access to a school i-pad to support their learning both in school and at home.	Children, particularly the disadvantaged in years 4, 5 & 6, make good use of the school ipads to support their learning and there is no difference in technology access between pupils.
School has the flexibility to provide bespoke packages of support to help individual children and their family's needs.	There will be case studies that show the individual impact that the bespoke packages of support provide.

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue the development of early language acquisition in Early Years and KS1. With continued staff development across these phases. Ensuring that there is a whole class reading approach with a vocabulary rich environment. With a particular focus on disadvantaged children	Work from the Literacy Hubs shows the effect of this strategy. Adopting recognised and proven strategies – ELSA and NELI	2, 6, 7 & 8
Build on previous Jolly Phonics training for all staff across the school by introducing appropriate training for Jolly Grammar and Jolly Spelling to staff expertise in delivering these programmes.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 5, 6, 7 & 8

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

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils in years 4, 5 and 6 have an i-pad to be used for integrated home and school learning. Also purchasing SORA to be able to use the IPADs to access quality texts. Staff to ensure learning resources are available on the i-pads to support	EEF toolkit highlights effectiveness of digital technology. In school evaluation of engagement rates and learning progression reinforce that this is appropriate to our setting. Access to high quality, appropriate reading material is essential when developing reading. Appropriate resources to support independent learning are linked to the	3

children's independent learning at home.	development of resilience – an essential skill for children to progress.	
Reading mentor to work with year 2 and 3 children to improve the reading fluency of our disadvantaged children.	Appropriate support from highly trained member of staff, carefully focussed and planned is proven to be highly effective at reducing gaps.	2, 5, 6, 8
Programme of targeted additional support – individual and small groups, with a particular emphasis on our disadvantaged pupils. Also provide targeted additional activities for specific curriculum areas eg Saturday cooking event specifically for disadvantaged children.	EEF toolkit evaluates research around additional targeted support. Evidence suggests this to be most effective when it is a carefully targeted and planned part of the curriculum.	2, 5, 6, 7, & 9

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

Budgeted cost: £31,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Range of Parental Engagement activities across the school to support our most disadvantaged families. This includes, but not limited to workshops on:</p> <ul style="list-style-type: none"> <li>• phonics aimed at early years</li> <li>• Key Stage 1 moving from phonics to fluent readers</li> <li>• Lower key stage 2 maths</li> </ul>	<p>EEF suggests that parental engagement has a positive impact on progress. We believe that when parents understand the learning, they support the process and help children to meet milestones.</p> <p>Developing a network of support for families develops their resilience and has a positive effect on children's social and emotional learning.</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><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1 & 8

<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve Attendance officer and other staff working closely with VIP Education, our external attendance service; introducing a range of attendance rewards; and exploring support options and programmes where appropriate. The particular emphasis here will be on having some impact in our hard to reach families</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>Impacts on all challenges but specifically 4</p>
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**Total budgeted cost: £ 171,200**

## 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 2022 to 2023 academic year.

Our intended outcomes were:

***Disadvantaged children in early years and KS1 make good progress in improving early language and that the gap between their language development and that of their peers is narrowed by the end of KS1.***

Our early years assessment data shows

	GLD	Word Reading	Comprehension
Non Pupil Premium	69	72	69
Pupil Premium	50	48	50

In addition, there is less additional support needed for our disadvantaged children as they move into year 1 as the progress they have made and the skills they have acquired has meant that the curriculum is now more accessible for them.

Our curriculum developments have been effective in building up the skills needed to move forwards as has the individually targeted communication interventions.

Our observations and scrutiny have all confirmed this.

More children, who failed to achieve the phonics screening check in year 1, than previously have caught up and passed phonics by the end of year 2. The majority of these were disadvantaged and by the end of year 2 the gap between disadvantaged pupils passing phonics and their peers has been eliminated.

***To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.***

School attendance for the year 2022/23 was 93.6% as a whole. The attendance for disadvantaged pupils was 92.77%, compared to 93.9% for their peers.

***To significantly narrow the gap between KS2 disadvantaged and non-disadvantaged pupils achieving the combined standard in reading, writing and maths***

At the end of KS2 the percentage of disadvantaged pupils achieving at least the expected standard in reading writing and maths combined was 40%, compared to 63% for the non-disadvantaged – a gap of 23%. This gap has narrowed significantly (31% in 2021/22).

Year 3

	Reading	Writing	Maths
Non Pupil Premium	71	66	77
Pupil Premium	33	6	60

Focus on Maths has led to a narrowed gap also an improvement in book banding for English which will now need to focus on understanding and applying. Focus for 2023-2024 to apply the same principles to Reading and Writing as applied to maths

Year 4

	Reading	Writing	Maths
Non Pupil Premium	48	40	56
Pupil Premium	35	35	43

Year 5

	Reading	Writing	Maths
Non Pupil Premium	70	66	73
Pupil Premium	45	45	55

Our internal data shows that year 5 has a similar gap and that we have most successfully narrowed the gap in year 4 with a gap of 13% for reading and maths and 5% for writing.

***To significantly narrow the gap between KS1 disadvantaged and non-disadvantaged pupils achieving the standard in reading writing and maths.***

The end of year results for Key Stage 1 were:

	Disadvantaged	Non-disadvantaged
KS1 - Expected Standard in reading	47%	86%
KS1 - Expected Standard in writing	47%	81%
KS1 - Expected Standard in maths	60%	89%

This still shows a considerable gap. This will be addressed in future plans.

***Disadvantaged pupils in early years and KS1 make good progress in phonics and develop well through the reading bands.***

More children, who failed to achieve the phonics screening check in year 1, than previously have caught up and passed phonics by the end of year 2. The majority of these were disadvantaged and by the end of year 2 the gap between disadvantaged pupils passing phonics and their peers has been eliminated.

The year 1 phonics results showed only a small gap between disadvantaged pupils and their peers:

	Disadvantaged	Non-disadvantaged
Phonics - achieving in Y1	73%	88%

Analysis of children's progress through the book bands shows that progress is being made at a similar rate for disadvantaged and non-disadvantaged pupils. The reading gap is due to the different starting points of the two groups.

***Increased Parental Engagement with school and less social isolation of disadvantaged families.***

Direct observation shows this is much better with no visible social isolation on the playground. Attendance at school events is now similar to pre-pandemic levels.

Of the attendees at the phonics workshop 50% were disadvantaged. Disadvantaged parents had been specifically targeted and this strategy was successful.

***Narrowing the gap in maths attainment for year 3 cohort.***

Our strategies have had an impact for maths with 60% of disadvantaged pupils being at expected standard by the end of the year compared to 77% of non-disadvantaged pupils. We do need to address the the gap for English subjects with this cohort.

***Children in years 4,5 & 6 have access to a school i-pad to support their learning both in school and at home.***

There is now no difference between disadvantaged and non-disadvantaged pupils with regard to access to technology. This means teachers can maximise the benefits of using modern technology in teaching and children have good quality support material available to help them both in school and at home regardless of background.

***To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.***

Pupil voice surveys tell us that pupils feel safe, happy, and know who to go to if they need help. This picture is very similar for both disadvantaged and non-disadvantaged pupils. When asked about anxiety our disadvantaged pupils actually reported that they felt less anxious about achievement than their peers.

We have been able to support children with uniform which has resulted in there being no visible difference between disadvantaged and non-disadvantaged pupils.

We have also used our funding to pay for additional dyslexic screening for two Y6 disadvantaged children which will aid them in their transition to high school.