

Church Hill C of E Junior School Pupil premium strategy statement

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
School name	Church Hill C of E Junior School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	18% (54 pupils) (46 FSM/ 6 E6/ 2 LAC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (Part of wider 3 year strategy available on website)
Date this statement was published	September 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Diane Brown
Pupil premium lead	Manisha R. Sudera
Governor / Trustee lead	Reverend Tim Day

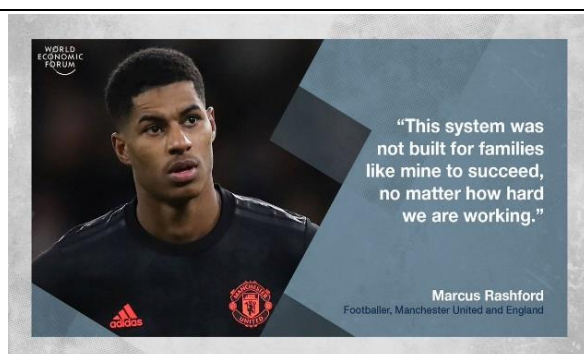
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,045
Recovery premium funding allocation this academic year	£8,845
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	£90,890

Part A: Pupil premium strategy plan

Statement of intent

At Church Hill C of E Junior School every child is recognised as a unique individual and this is how we tailor our pupil premium. Through our vision, **“Let Your Light Shine” (Matthew 5:16)** we aspire for ALL children to celebrate their strengths and be proud of their achievements. Through **care and commitment**, we are devoted to ensure disadvantaged pupils break the cycle of deprivation. We pride ourselves on **‘knowing our families’** and with this **child-centred** approach we endeavour that on leaving our school, pupils are able to **lead a life rich in knowledge, extra-curricular talents and mental stability**. We recognise there is no ‘quick fix’ however our passion shines strong with the mantra that **our school can make a difference** to combat some of the inequalities within our society.



Challenges

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

Challenge number	Detail of challenge
1	Diminishing the difference between CHJS disadvantaged pupils & National non-disadvantaged pupils' attainment in Reading, Writing & Maths. For our pupils, we have identified a lack of 'reading for pleasure', especially for those who did not access the phonic screening in 2020/ KS1 Reading SATS 2021. Our internal data also identifies mathematics as an area of need.
2	Ensuring CHJS disadvantaged pupils make as much or better progress in comparison to National non-disadvantaged pupils.
3	Ensuring CHJS disadvantaged pupil attendance is as strong as National non-disadvantaged pupils. This includes persistent absence.
4	Continuing to 'regulate before we educate' – importance of addressing pupils' behavioural, social and emotional difficulties alongside academic needs. This includes the mental health of our pupils and their families.
5	Engagement of "hard-to-reach" families
6	COVID-19 pandemic resulting in learning time lost whilst pupils were unable to access classroom learning

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
To ensure pupils are equipped with the appropriate level of knowledge and skills in English & Maths by the time they leave KS2.	Disadvantaged pupil attainment and progress scores in KS2 Reading, Writing, Maths & Grammar will be in line with or exceed National non-disadvantaged pupils.
To ensure eligible pupils access extra-curricular enrichment allowing them to gain exposure to interests, hobbies and talents they hold (with a focus on sports, music, arts and enterprise).	CHJS analysis of extra-curricular enrichment identifies an increasing uptake of disadvantage pupils, year on year.
To build the school's pastoral team to ensure support extends further to the family and community, creating a unique relationship based around the social, emotional needs of those closest to the pupil and the child's mental welfare.	Disadvantaged pupil attendance data will be in line or better than National non-disadvantage pupil attendance. This includes persistent absence.

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

Budgeted cost: **£18,257**

Maths inset & coaching: £3435/ Maths resources: £7000/ TTRS: £95/ MyMaths: £339/ White Rose subscription: £100/ Testbase: £288/ Thinking hats launch: £2100/ Online learning platform & technology: £1500/ Subsidising 'Laptops for Children Scheme': £3400

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all relevant staff have received training and follow up support to allow them to deliver/ embed the new Maths for Mastery curriculum based on the White Rose scheme of work. This support will focus around coaching from our 2 Maths subjects leads who will be working closely with the Maths Hub over the next 2 years	Mastery = +5 months progress (EEF)	1 and 2
To improve staff's pedagogy in promoting discussion about the subject matter they are teaching and heighten children's metacognition through the use of De Bono's Thinking Hats.	Metacognition = +7 months progress (EEF)	1 and 2
Embed use of the online learning platform 'Notebook' for all pupils to ensure maximum access to quality-first teaching of the curriculum.	Internal evidence of this during COVID-19 lockdown was strong	6

Targeted academic support

Budgeted cost: **£40,050**

Scarecrow dictation/ reading strategies: £1000/ Phonics package & resources: £2250 / Additional LSAs/TAs to carry out interventions: £34,800/ Tuition: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish 1:1 and small group 'red tray' and/or 'pre-teach' interventions for disadvantaged pupils falling behind expected standard	Feedback = +8 months progress (EEF)	1 and 2

Purchase and roll out phonics intervention programme across lower KS2 to embed the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns that may have been missed due to COVID-19 pandemic. Additionally, a 'Scarecrow dictation' will be introduced to analyse spelling misunderstandings along with new reading comprehension strategies.	Phonics= +4 months progress (EEF) Reading Comprehension Strategies = +6 months progress (EEF)	1 and 2
NTP tuition for Y5 pupils (70% subsidy) for those targeted for EXS in Reading & Maths Jan- May	Small group tuition = +4 months progress (EEF)	1 and 2

Wider strategies

Budgeted cost: **£24,120**

Drawing & Talking training: £250/ Lego Therapy training: £200/ Pastoral team: £11,600/ EWO: £1650/ Attendance rewards and certificates: £320/ Life enrichment including for clubs/ trips/ milk/ uniform: £5000/ Homework club: £3600/ Parent workshop: £500/ Fiver Challenge: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team to improve pupil character and essential life skills, including those pupils highlighted within the pandemic register. 'Character' meaning: <i>a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. (from DfE Effective use of Pupil Premium Guidance & EEF 'The Big Picture')</i> This includes ensuring PP voice is HEARD and interests and talents are CHANNELLED through our extra-curricular offer	Social & Emotional Learning= +4 months progress (EEF)	4
Targeted SLT and ELSA support to focus on improving attendance and parental engagement through links to external services and workshops (EWO/ Early Help/ Barnano's)	Parental Engagement= +3 months progress (EEF)	3 and 5

Total budgeted cost: £82,427

Please note underspend. A percentage of the PPG & Recovery Premium has not been immediately planned for on the spending allocation. This is to ensure we have the flexibility to modify and change provision if required.

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.

Aim	Outcome
To diminish the attainment and progress difference between PP and non-PP pupils.	Attainment and progress improving as detailed in ASP. Internal data in July 21 shows steady, increased attainment in all subjects although work is still to be done to ensure this is in line with non-dis.
Reading progress	Good progress seen in internal data Y3-6
Writing progress	Good progress seen in internal data Y3-6. Work is to be done in spelling for Y3 + 5 to improve grammar scores
Maths progress	Strong progress seen in internal data Y3-6
To ensure all barriers to their learning are removed or reduced to help them reach their full potential. Some of these barriers might be social, personal and emotional, or how regularly they attend school.	Improving attendance 2019 CHJS dis absence 4.7% vs Nat 5.7% / PA 12.1% vs Nat 16.5%. Internal data also shows good attendance. 94% PP pupils said they enjoy school. Improved behaviour
To support the journey of healing trauma created by COVID-19 that any pupil and/or their family has experienced during the pandemic	Periods of home learning- 100% of PP pupils either accessed learning from home via the VLE OR they were invited in to school. Welfare calls took place weekly. Support with technology offered
A detailed impact analysis was presented to governors and is available on our website '2021 Impact Analysis 1.7.21' This should be referred to (screenshots below).	

Target 1: To diminish the attainment and progress difference between PP and non-PP pupils.

Increased staffing
Interventions
Teacher CPD

	Reading			Writing			Maths			Combined		
		EXS	GDS		EXS	GDS		EXS	GDS		EXS	GDS
Year 3		78%	31%		83%	24%		84%	31%		71%	13%
Disadvantaged	19	68%	21%	19	58%	11%	19	68%	11%	19	58%	5%
Year 4												
Disadvantaged	15	40%	7%	15	53%	7%	15	40%	13%	15	20%	7%
Year 5												
Disadvantaged	10	50%	20%	10	20%	0%	10	40%	10%	10	20%	0%
Year 6												
Disadvantaged	14	93%	14%	14	64%	0%	14	86%	14%	14	50%	0%

National research reports found, 'All year groups have experienced a learning loss in reading. In primary schools these were typically between 1.7 and 2.0 months. The learning losses in mathematics were greater; on average, pupils in primary schools have experienced a learning loss of just over three months. Schools with high levels of disadvantage have experienced higher levels of loss than other schools' June 2021



PP Progress (Baseline- Sum2)

	Reading	GPS	Maths
Year 3 (18 pupils) (1 abroad)	Average StS progress: 6 (-7 - 17)	Average score progress: -4 (-12 - 5) change in tests	Average StS progress: 6 (-6 - 17)
Year 4 (14 pupils) (1 abroad)	Average StS progress: 2 (-11 - 21) 1 child	Average score progress: 9 (-11 - 20) 1 child	Average StS progress: 7 (-3 - 21)
Year 5 (10 pupils)	Average StS progress: 9 (-6 - 30)	Average score progress: -4 (-14 - 13) change in tests	Average StS progress: 5 (-3 - 12)
Year 6 (14 pupils)	Average SS progress: 8 (3 - 23)	Average SS progress: 9 (2 - 15)	Average SS progress: 7 (4 - 18)

Increased staffing
Interventions
Teacher CPD



Target 2- To ensure the emotional, social and personal needs of PP pupils are well developed.

- ▶ A selection of Boxall Profiles belonging to Pupil Premium pupils who work with our pastoral team were analysed. These showed an increase in pupil resilience and emotional security. There was also evidence of strengthening friendships and social circles.
- ▶ 3 of our PP pupils have benefited from Educational Psychologist reviews. For 1 pupil it has facilitated continued top up funding and put x onto the autism pathway. For 1 pupil it has helped apply for an EHCP. For 1 pupil it has supported a diagnosis of dyspraxia.
- ▶ Fiver Challenge: 4 of the highest earners were PP pupils making profits of up to £250 per business (enterprise)

ELSA

Pastoral Team-
4 members

Ed Psyc



So what do our PP pupils have to say?

- ▶ 94% of pupils said they enjoyed school
- ▶ The aspect they enjoyed the most was seeing friends, followed by learning a subject
- ▶ Computing was the most popular subject, following by Art and then Maths
- ▶ 44% said their preferred style of being support was alongside the whole class, 34% said small groups outside of the class, 14% said small groups within the class and 8% said 1:1
- ▶ 64% of pupils knew what their targets were. *36% of pupils didn't*
- ▶ Most children felt they were making most progress in Maths when given the choice between Reading, Writing and Maths
- ▶ 94% could identify how they are being supported by the school

If I have worry
there's always
someone to speak
to.

They help me stay
on track with my
medication

School helps me
and my mum
because my Mum
gets a rest and I
get school work



Midday
Supervision

Target 3- To ensure the behaviour of PP pupils is well supported during high profiles times of the day.

2020-2021	Number of Incidents	CHJS PP	CHJS Non PP
Exclusion	0	0%	0%
Seclusion	10	10%(1)	90% (9)
3 Warnings Letters	20	20% (4)	80% (16)
Racist Incidents	2	50% (1)	50% (1)
Homophobic Incidents	3	33% (1)	66% (2)
Bullying	0	0%	0%



Target 4- To develop parental engagement and support the families of PP pupils, ensuring strong home-school links.

- ▶ Periods of home learning- 100% of PP pupils either accessed learning from home via the VLE OR they were invited in to school. 1 pupil was provided with CGP books. Welfare calls also took place weekly for those PP pupils home-learning. 1 hard-to-reach pupil was put on the PP register during the Jan lockdown
- ▶ We have subsidised the cost of our Computers for Children by 20%. 19% (11/58) PP pupils have purchased a laptop
- ▶ We were a collection point for food parcels during the lockdown in which 5 PP pupils accessed the service
- ▶ Every child in receipt of FSM during the pandemic received their meal or a voucher
- ▶ £1407 was used to ensure 12 pupils went on their residential

Homework
club- didn't
run

VLE

Life
Enrichment



When asked, 'How did the school support you and your family during the pandemic?', the following comments were made:

They provided me with a laptop

They let me come in to school

They gave us hand gel and wiped everything down

They taught us online on TEAMS

They rang my Mum

They kept us safe

They gave us routine



Target 5- To increase the attendance % of PP pupils.

- ▶ National: 88% of pupils eligible for free school meals (FSM) in state-funded schools were in attendance on 12 May, down from 89% on 5 May.
- ▶ CHJS: 97.3% of pupils eligible for free school meals (FSM) were in attendance on 12 May, up from 93.3% on 5 May.

The figures for week 26/3 to 15/4 are

- ▶ National: Attendance of pupils eligible for free school meals (FSM) was 90%
- ▶ CHJS = Attendance of pupils eligible for free school meals (FSM) was 96%

EWO

Attendance reward system

