

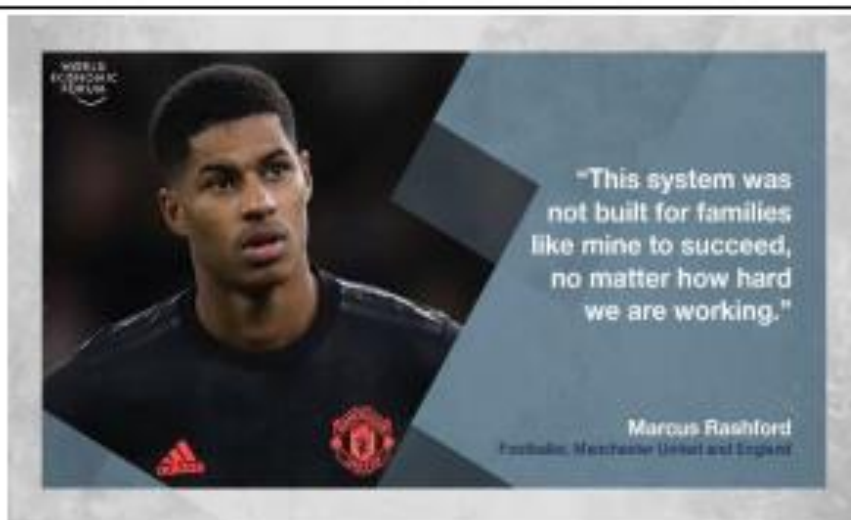
"For the toughest problems, there are no quick fixes. But used with care and commitment, the Pupil Premium is one of the best bets we have."
Sir Kevin Collins, CEO EEF

Pupil Premium 2021-2022 Impact Analysis

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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

Tier 1: Teaching



Maths coaching +
resources
De Bono's Thinking Hats
Online Learning Platform

MATHS ATTAINMENT	NAT Others EXS 2019 84%	NAT Others GDS 2019 31%
Y3	50%	0%
Y4	72%	39%
Y5	61%	22%
Y6	50%	0%

'Understanding Progress in the 2020/21 Academic Year Findings from the summer term and summary of all previous findings' DfE October 2021

Aut 1 3.6 month learning loss, Aut 2 2.6 month learning loss, Spring 3.4 month learning loss, Summer 2.2 month learning loss. East Midlands showed a greater loss of 6.0 months. Greater learning loss occurred for vulnerable pupils and particularly pupils who live in areas of deprivation.



De Bono's Thinking Hats

- 100% **learning walks** good or better (Dec 2021)
- Forward 10 **book audit** evidenced pupils taking ownership of their learning through red pen comments that link directly to hats
- Application of hats to a range of lessons evidenced in **planning audit** (Feb 2022)

Pupil Voice (Apr 2022)

"I like them because when I look back through my Maths book I know how I felt"-

REFLECTION

"I like using them because it helps me think about what to write."- **STRUCTURE**

"I like them because they help me think"- **PERSPECTIVE**

"They help the teacher know how we are feeling and it also help me with know if I am good or ok"- **EVALUATION**

"I think they are a good thing because they focus my thoughts"- **DIRECTION**

"I think they are awesome they really help with red pen reflection"

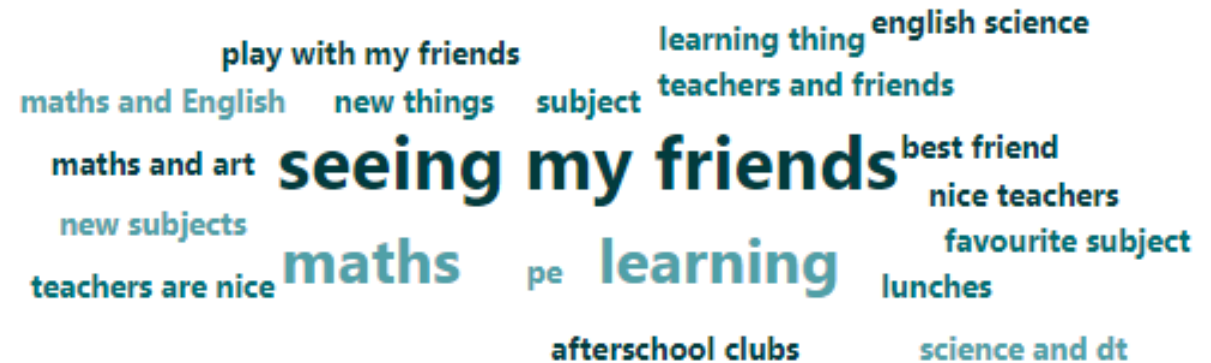
The majority of pupils also knew what their targets were and could explain what they needed to do to achieve them- **METACOGNITION**



So what do our PP pupils have to say about school?

- ▶ 88% of pupils said they enjoyed school
- ▶ The aspect they enjoyed the most was seeing friends, followed by learning a subject
- ▶ PE was the most popular subject, following by Art and Maths
- ▶ 35% said their preferred style of being support was alongside the whole class, 29% said small groups within of the class, 19% said 1:1 and 17% said small groups outside of the class
- ▶ Most children felt they were making most progress in Maths when given the choice between Reading, Writing and Maths
- ▶ 91% of pupils have said they have used the Maths resources to help them this year

All children have had access to the VLE this year. Most pupils complete Reading homework via this weekly. Money has been put towards strengthening school broadband.



Tier 2: Targeted Academic Support

Increased support staff
Interventions
Scarecrow Dictation
Reading Strategies
School Led Tutoring subsidy

READING ATTAINMENT	NAT Others EXS 2019 78%	NAT Others GDS 2019 31%
Y3	50%	14%
Y4	78%	44%
Y5	78%	22%
Y6	67%	0%

WRITING ATTAINMENT	NAT Others EXS 2019 83%	NAT Others GDS 2019 24%
Y3	36%	0%
Y4	61%	6%
Y5	56%	6%
Y6	50%	8%

'Understanding Progress in the 2020/21 Academic Year Findings from the summer term and summary of all previous findings' DfE October 2021

Reading: Aut 1 1.8 month learning loss, Aut 2 1.2 month learning loss, Spring 2.2 month learning loss, Summer 0.9 month learning loss. East Midlands showed a greater loss of 1.3 months.

Greater learning loss occurred for vulnerable pupils and particularly pupils who live in areas of deprivation.



PP Progress by intervention

Reading booster (39 pupils)	Average Reading progress: 5 StS / SS
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Pre-teach (26 pupils)	Average Maths progress: 4 StS / SS
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Maths booster (21 pupils)	Average Maths progress: 3 StS / SS
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Writing booster (5 pupils)	Average SS progress: 0 (note: 1 pupil made -18 progress)
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Grammar booster (22 pupils)	Average GPS progress: 1 StS / SS (note: 4 pupils regressed by double figures in Y5)
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book in maths Vicking boy light house
fact book viking book lion the witch
bear
book read rabbit book
book photosBody book
hart boyrabbit problem
boy dictornary library books
Viking boy test book
heaven book history books



School-Led Tutoring Impact

26 Y4 and Y5 pupils attended 15 hours of tuition for Reading
81% made progress in their standardised score this year
31% in Aut2 had a scaled score of 100+ (EXS)
62% in Sum2 now have a scaled score of 100+ (EXS)
4% in Aut2 had a scaled score of 110+ (GDS)
23% in Sum2 now have a scaled score of 110+ (GDS)

32 Y4 and Y5 pupils attended 15 hours of tuition for Maths
88% made progress in their standardised score this year
31% in Aut2 had a scaled score of 100+ (EXS)
59% in Sum2 now have a scaled score of 100+ (EXS)
3% in Aut2 had a scaled score of 110+ (GDS)
6% in Sum2 now have a scaled score of 110+ (GDS)

Tutoring being continued for selected Y3 pupils in Maths over the summer holidays.

Tuition helps with
my Maths (Y5
Pupil)

96% of PP pupils
said they read in
subjects OUTSIDE
of English

100% could identify
how they are being
supported by the
school



Tier 3: Wider Strategies

Pastoral Team
Attendance Support
Life Enrichment
Homework Club
Parental Support
Fiver Challenge

2021-2022	Number of Incidents	CHJS PP	CHJS Non PP
Exclusion	0	0%	0%
Seclusion	4	100%(4)	0% (0)
3 Warnings Letters	17	12% (2)	88% (15)
Racist Incidents	2	0% (0)	100% (2)
Homophobic Incidents	4	50% (2)	50% (2)
Bullying	3	100% (3)	0% (0)



- ▶ A selection of Boxall Profiles belonging to Pupil Premium pupils who work with our pastoral team were analysed. These showed an increase in 'participating constructively', 'showing insightful involvement' 'accommodating to others' and 'emotional stability'.
- ▶ Enterprise Challenge: Y6 pupils made over £2300 profit between them. The business with the highest earnings made over £380 profit. Some of the highest earners (earning over £100) were PP pupils.
- ▶ £2193.89 was used to ensure PP children had uniform, attended trips, had cool milk and family support (family wizard).
- ▶ Overall, 69% of PP children attended a club this year. (47% sports club, 5% Art and 13% Music).
- ▶ Homework club has ran successfully all year. 16% of these pupils were PP.



When asked, 'How do you think the school helps you/ your family?' the following comments were made:

Improving in lessons. Mrs X helps me to talk about feelings and choices.

By letting me learn for free and having good teachers

They let my family know how I am doing and also Mrs x helped me and my Grandma

If something has happened you can speak to the teachers.

I am improving at a lot of things

I have free school dinners

Giving my mum a break

PPM meetings and talking to me in 1:1 sometimes

For my family it helps me do good in life



Attendance

	National 2018-2019 (PRE COVID)	CHJS 2021-2022
Absence	94%	93%
Persistent Absence	18%	7%



Blue Sky Thinking- Vision

- ▶ 3 Year Strategic Plan 2021- 2024
- ▶ Strategy Statement 2022-2023 (coming soon...)

Tiered Approach

1. Teaching
2. Targeted academic support
3. Wider strategies



Key Principles

1. Schools can make a difference
2. Evidence can help
3. Quality teaching helps every child
4. Support middle and high attainers too
5. Implementation matters- less is more