

Church Hill C of E Junior School Pupil premium strategy statement

This statement details our school's use of pupil premium 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.

The PP income I have estimated at £77560 (potential clawback of £2410 – BC-S) £75150.

The PP expenditure includes £3874 potential clawback (unspent school led tutoring from 2021 /22), £5k trips and uniform and clubs, £9k tuition, cool milk £1500, (40% towards tuition in year 1 and 75% in year 2. plus £950 laptop subsidy in year 3)

School overview

Detail	Data
School name	Church Hill C of E Junior School
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	20.3% (59 pupils) (57FSM/ 2 E6/ 1 LAC)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 (Part of wider 3-year strategy available on website)
Date this statement was published	September 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Diane Brown
Pupil premium lead	Rachel Saxton
Governor / Trustee lead	Steve Hardy

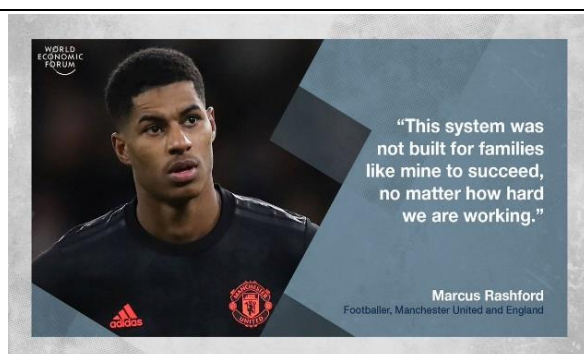
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77560
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	£77560

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 writing 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: **£13,828**

WRITING inset & coaching: £10, 378 / TTRS: £140/ White Rose subscription: £180/ Testbase: £280/ Online learning platform & technology: £1500/ Subsidising 'Laptops for Children Scheme': £950 / Relaunch of Oxford reading buddy £400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure all relevant staff have received training and follow up support to allow them to deliver/ embed the use of writing cup and lenses during shared and independent reading and shared and modelled writing sessions.</p> <p>This support will focus around coaching from our 2 English subjects leads.</p>	<p>Reading comprehension strategies = +6 months reading</p> <p>Writing in Primary Schools CLPE</p>	<p>1 and 2</p>
<p>Embed use of the online learning platform 'Notebook' for all pupils to ensure maximum access to quality-first teaching of the curriculum.</p>	<p>Internal evidence of this during COVID-19 lockdown was strong and during periods of COVID-related absence 2021-22</p>	<p>6</p>

Targeted academic support

Budgeted cost: **43,800**

Reading strategies: £1000/ Additional LSAs/TAs to carry out interventions: £34,800/ - School led tutoring plus additional tutoring costs £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with 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
Implementing changes to spelling planning. Use of metacognition techniques to support daily recall of spelling rules and strategies.	Metacognition = +7 months progress (EEF)	1 and 2
School-led tuition for pupils from all year groups (60% subsidy) for those targeted for EXS in Reading & Maths (Oct to Jan & Jan to Jun) 13 groups	Small group tuition = +4 months progress (EEF)	1 and 2

Wider strategies

Budgeted cost: **£16,620**

Drawing & Talking training: £250/ Pastoral team: £3186 / EWO: £1336/ Attendance rewards and certificates: £320/ Life enrichment including for clubs/ trips/ milk/ uniform: £5000/ Homework club: £5528 / 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
Homework club support to focus on overcoming barriers of disadvantaged children (quiet space, learning skills, appropriate device) by offering pupils the	Homework = +3 months (+6 if involves	4 and 5

resources and support needed to undertake homework or revision.	digital technology)	
Targeted SLT and ELSA support to focus on improving attendance and parental engagement through links to external services and workshops (EWO/ Early Help/ Barnado's)	Parental Engagement= +3 months progress (EEF)	3 and 5

Total budgeted cost: £72,248

Please note underspend. A percentage of the PPG 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 2021 to 2022 academic year.

Aim	Outcome
<p>To diminish the attainment and progress difference between PP and non-PP pupils.</p>	<p>Reading EXS 75% GDS 8% Writing EXS 42% GDS 8% Maths EXS 67% GDS 0% GPS ECS 58% GDS 33% Science EXS 67% Combined EXS 42% GDS 0%</p> <p>The children are performing comparably to other disadvantaged children nationally and performing well in reading, maths and GPS. Their progress in reading and maths is as expected from KS1. However, there remains a gap between their performance with others nationally, particularly in writing. Developing those working at the GDS is an area of focus.</p> <p>Although the attainment of our pupil premium children continues to be an area of focus, our internal data shows that the following percentages are making either expected or accelerated progress. Reading 76% Maths 81% GPS 81%</p> <p>Our interventions shared at the curriculum meetings will outline how we intend to support those children who continue to need additional support.</p>
<p>Reading progress</p>	<p>Good progress seen in internal data Y3-6</p>
<p>Writing progress</p>	<p>Good progress seen in internal data Y3,4, 6. Work is to be done in spelling for Y4 + 5 to improve grammar scores</p>
<p>Maths progress</p>	<p>Good progress seen in internal data Y3-6</p>
<p>To ensure all barriers to their learning are removed or reduced to help them reach their full potential. Some of these barriers</p>	<p>Absence is 7%; National disadvantaged is 8.3%. Whole school absence is 5.8%.</p>

<p>might be social, personal and emotional, or how regularly they attend school.</p>	<p>National others is 5% PA is 23%; National disadvantaged PA is 29.1%. National others for PA is 13.9% Whole school PA is 15.1%</p> <p>69% of PP children attended a club this year. (47% sports club, 5% Art and 13% Music). 88% PP pupils said they enjoy school. Behaviour is improved. 15 chn attended various lunchtime drop-in clubs throughout the year (Buzz club, sports coaches, chess club) 1 funded place for Rock Steady.</p>
<p>To support the journey of healing trauma created by COVID-19 that any pupil and/or their family has experienced during the pandemic</p>	<p>During periods of home learning- 100% of PP pupils either accessed learning from home via the VLE OR they were invited in to school. This technology has also been used during periods of COVID-related absence. Welfare calls took place weekly and support with technology offered. 21 children received pastoral support. A selection of Boxall Profiles belonging to Pupil Premium pupils who work with our pastoral team show an increase in 'participating constructively', 'showing insightful involvement' 'accommodating to others' and 'emotional stability'.</p>
<p>A detailed impact analysis was presented to governors and is available on our website '2022 Impact Analysis' This should be referred to (screenshots below).</p>	

Screen shots of impact presented at governors meeting

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 DIE 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, followed by Art and Maths
- ▶ 35% said their preferred style of being supported 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.

play with my friends
maths and English
new things
subject
teachers and friends
seeing my friends
best friend
nice teachers
favourite subject
lunches
afterschool clubs
science and art

Tier 2: Targeted Academic Support

READING ATTAINMENT	NAT Others EXS 2019	NAT Others GDS 2019
Y3	78%	14%
Y4	78%	44%
Y5	78%	22%
Y6	67%	5%

WRITING ATTAINMENT	NAT Others EXS 2019	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.

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

PP Progress by intervention

Reading booster (39 pupils) Average Reading progress: 5 StS / SS

Pre-teach (26 pupils) Average Maths progress: 4 StS / SS

Maths booster (21 pupils) Average Maths progress: 3 StS / SS

Writing booster (5 pupils) Average SS progress: 0 (note: 1 pupil made 18 progress)

Grammar booster (22 pupils) Average GPS progress: 1 StS / SS (note: 4 pupils progressed by double figures in Y5)

book in maths
fact book
book photos
body book
heart boy
rabbit problem
boy dictionary
Viking boy
viking book
read
heaven book
light house
Sian the witch
rabbit book
Viking boy
test 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%