

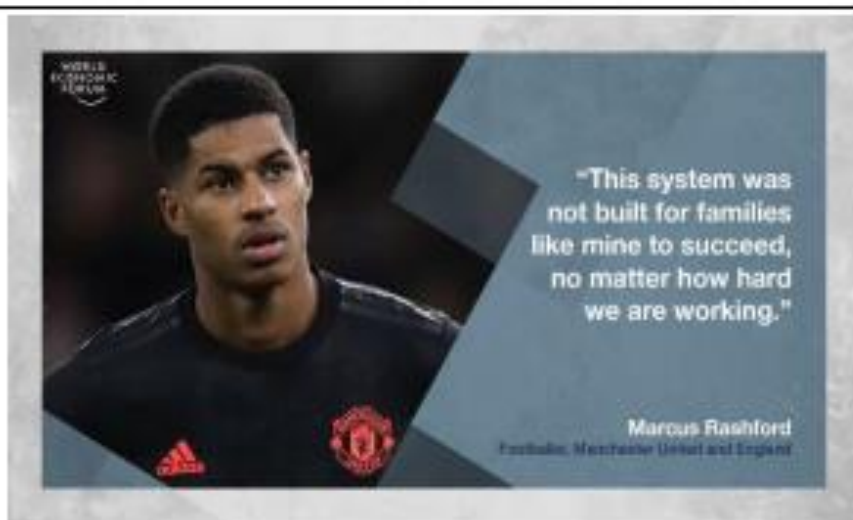
*"We need to remove the deficit discourse around disadvantage and its impact on learning and participation in school life. Disadvantaged pupils and their families are not a problem to be solved. They are our school community and held in high regard."  
Marc Rowland, Unity Research School*

# Pupil Premium 2022-2023 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.



# Recommended areas to allocate PP funding (EEF)

## 1 HIGH QUALITY TEACHING

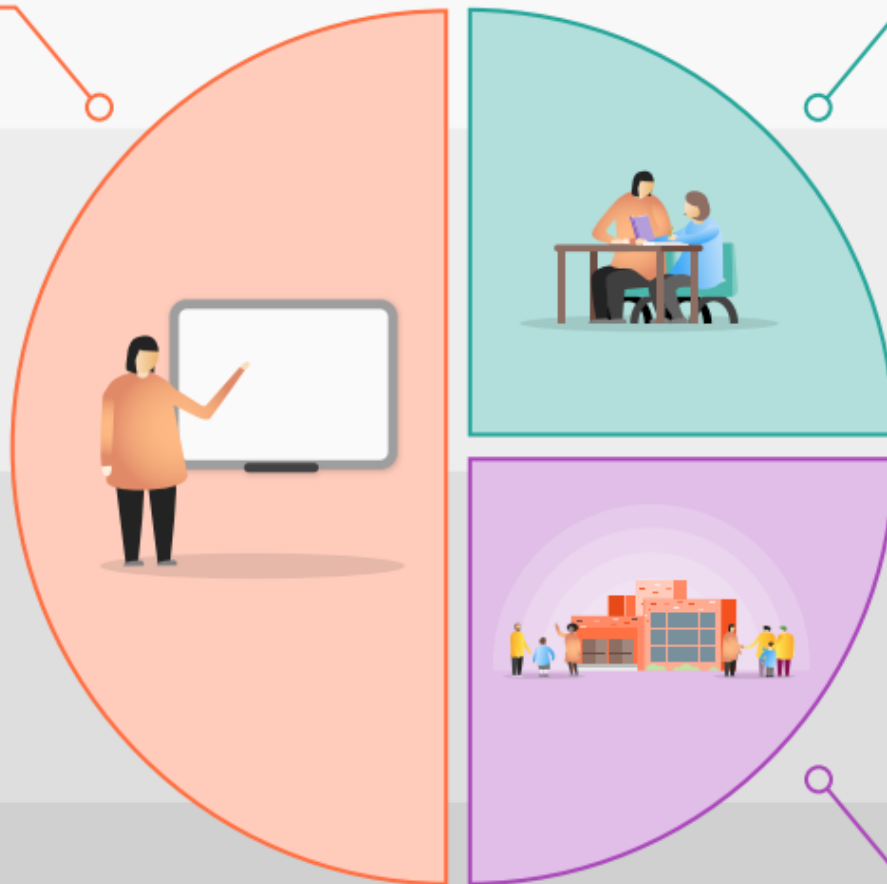
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils

Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning

Mentoring and coaching

Recruitment and retention of teaching staff

Technology and other resources focussed on supporting high quality teaching and learning



## 2 TARGETED ACADEMIC SUPPORT

Interventions to support language development, literacy, and numeracy

Activity and resources to meet the specific needs of disadvantaged pupils with SEND

Teaching assistant deployment and interventions

One to one and small group tuition

Peer tutoring

## 3 WIDER STRATEGIES

Supporting pupils' social, emotional and behavioural needs

Supporting attendance

Extracurricular activities, including sports, outdoor activities, arts, culture and trips

Extended school time, including summer schools

Breakfast clubs and meal provision

Communicating with and supporting parents



### Further information on the Pupil Premium

This QR code will take you to our Pupil Premium page, which includes an evidence brief with supporting resources for each approach listed.

<https://eef.li/pupil-premium/>



# Pupil Premium 2022-2023

## 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

# Tier 1: Teaching

WRITING ATTAINMENT	CHJS NATIONAL EXS AND ABOVE 2023		NATIONAL EXS AND ABOVE 2021 (Sample 6000 schools)		CHJS GDS
	WHOLE SCH %	PP %	WHOLE SCH %	PP %	
Y3	62	46	58	42	4
Y4	45	38	59	43	2
Y5	59	53	61	46	14
			NATIONAL 2023		
Y6	77	70	71		0

Training & coaching for shared writing, using 'writing cups' and 'lenses'  
Online learning platform – embed use of Notebook

JUNIPER EDUCATION NATIONAL DATASET REPORT 2022.

The impact of the COVID-19 pandemic on primary school children's learning - A report into primary school attainment based on data from more than 6,000 schools, tracked between autumn 2019 and autumn 2021





# Writing coaching and support

- 100% learning walks good or better (January and March 2023)
- Forward 10 book audit evidenced pupils writing at length, some using more advanced vocabulary, others needing further support with this.
- Learning walks showed in one year group, children writing sentences to be placed in cups, other year groups used cup sentences to structure their own sentences and develop language.
- Sentence writing was modelled, demonstrating a clear 'writer's thought process' in some classes.

## Pupil Voice (Jan 2023)

- Writing was ranked 8<sup>th</sup> most popular subject amongst our disadvantaged children.
- 20% stated that to get better, they needed to improve their handwriting.
- 37% of children stated that the writing cups help them with ideas when writing, 14% said they were used to collect good sentences and 33% said they hadn't heard of them.
- 1 child said they needed to use better vocabulary - "By thinking harder and learning to use good vocabulary."
- "When we read stories and we see phrases someone will write it and put it in the cup it needs to go in."
- "I use them when I'm struggling to think of a sentence to write."
- "I use them to give a boost which helps me write."
- "They are handy because they are from famous authors in books."



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

- ▶ 100% of pupils said they enjoyed school
- ▶ The aspect they enjoyed the most was seeing friends, followed by learning a subject
- ▶ PE and computing were the most popular subjects, followed by Art and Maths
- ▶ 22% said their preferred style of being supported was alongside the whole class, 36% said small groups within of the class, 19% said 1:1 and 22% said small groups outside of the class
- ▶ Most children felt they were making most progress in Maths (39%) when given the choice between Reading (31%), Writing (30%) and Maths
- ▶ 37% of children stated that the writing cups help them with ideas when writing, 14% said they were used to collect good sentences and 33% said they hadn't heard of them.

School has provided access to the VLE this year, to all children, although some families still need support accessing.



# 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	62	29
Y4	62	27
Y5	76	28
Y6	72	21

MATHS ATTAINMENT	NAT Others EXS 2019 84%	NAT Others GDS 2019 31%
Y3	54	33
Y4	85	33
Y5	88	44
Y6	81	22



# PP Progress by intervention

Reading Booster (19 pupils)	Average Reading progress: 4.6 StS/SS
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Maths Pre-teach (21 pupils)	Average Maths progress: 5.8 StS/SS
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Maths Booster (11 pupils)	Average Maths progress: 6.4 StS/SS
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Grammar Booster (5 pupils)	Average Grammar progress: 2.8 StS/SS
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# PP Implementing changes to spelling planning

New phonics approach has been successful particularly in Year 3.

Where this approach has been used in Year 4, progress has been seen in weekly spelling scores, but are waiting to see impact of this approach in termly assessments.

Year group	Average Points progress 2021-22	Average Points progress 2022-23
Y3	5.8	8.1
Y4	-0.3	-0.1
Y5	-5.3	-2.2
Y6	3.4	4.4

Changes to regular spelling teaching has improved progress figures in Y5 and Y6.

HOYs reported to governors that spelling starters in English lessons have helped children recall correct spelling patterns on a daily basis.

Weekly spelling test scores are improving, week by week.



# School-Led Tutoring Impact

Tuition helps with my Maths (Y5 Pupil)

29 Y3,4 and 5 pupils attended 15 hours of tuition for reading.

76% made progress in their standardised score this year.

3% (1 out of 29) in Aut 2 had a standardised/scaled score over 100+ (EXS)

38% (11 out of 29) in Sum2 now have a standardised/scaled score 100+ (EXS).

10% of these now have a standardised scaled score of 110+ (GDS standard)

28 Y3,5 and 6 pupils attended 15 hours of tuition for Maths.

96% made progress in their standardised score this year.

14% (4 out of 28) in Aut 2 had a standardised/scaled score over 100+ (EXS)

86% (24 out of 28) in Sum2 now have a standardised/scaled score 100+ (EXS).

18% of these now have a standardised scaled score of 110+ (GDS standard)

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

2022-2023	Number of Incidents	CHJS PP %	CHJS Non PP %
Exclusion	2	100	0
Seclusion	0	-	-
3 Warnings Letters	54	46.3	53.7
Racist Incidents	3	33.3	66.6
Homophobic Incidents	0	-	-
Bullying	1	100	0

Pastoral Team  
 Attendance Support  
 Parental Support  
 through targeted SLT  
 & ELSA training  
 Fiver Challenge  
 PP voice heard and  
 acted on  
 Life Enrichment  
 Homework Club



- ▶ 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 £1400 profit between them. The business with the highest earnings made over £200 profit. Some of the highest earners (earning over £100) were PP pupils. One of these children, also donated all her earnings (over £100) to LOROS.
- ▶ £5,000 was used to ensure PP children had uniform, attended trips, had cool milk and family support (family wizard).
- ▶ Overall, 38% of PP children attended a club this year. (32% sports club and 23% Music).
- ▶ Homework club has ran successfully all year. 25% of PP children attended.





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

The school always listens to us

They have been amazing through a difficult time

The school is positive in all aspects of what my child needs, whether it is someone to talk too or listen to them, or just help with their lessons when they struggle

If there are any concerns the school are always helpful

Thank you for all your help and work looking after my children. I really appreciate everything you do.

The availability of a food parcel has been a god send to us and we really appreciate the help we get with clubs and trips.

Very supportive and understanding. They are so caring not just towards my child but also to me.

They keep you updated

Lots of support with bereavement and extra help with math last year. food parcels and help with trips through pupil premium.

Emails regarding subjects being covered throughout the year.



# Attendance

	National 2018-2019 (PRE COVID)	CHJS 2022-23
Attendance	98%	95%
Persistent Absence	18%	12.4%



# Blue Sky Thinking- Vision

- ▶ 3 Year Strategic Plan 2021- 2024
- ▶ Strategy Statement 2023-2024 (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