

# Pupil Premium Strategy Statement - Church Hill C of E Junior School

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.

## School overview

Detail	Data
Number of pupils in school	293
Proportion (%) of pupil premium eligible pupils	20.5% (60 pupils) (58FSM/ 1 LAC/ 1 PLAC)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 (Part of wider 3-year strategy available on website)
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Diane Brown
Pupil premium lead	Manisha Sudera
Governor / Trustee lead	Sameea Patel

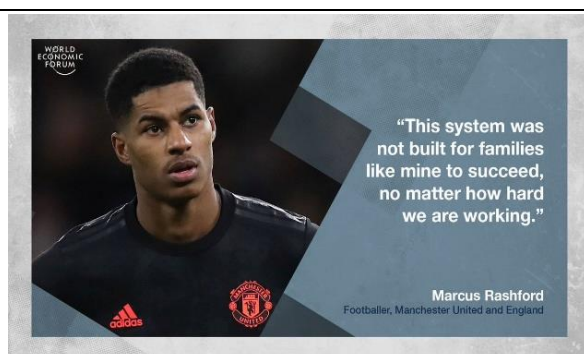
## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87300
Recovery pupil premium funding allocation this academic year	£8700
Pupil premium funding (and recovery premium) 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	<b>£96,000</b>

# 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' and with stamina, especially around non-fiction. Our internal data also identifies writing at GDS 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- this is a concern for current Y3 pupils who lost 'early development' in an education setting.

## 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 **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: **£25,485**

*WRITING inset & coaching: £10, 000 / TTRS: £175/ White Rose subscription: £180/ Testbase: £280/ Technology: £1500/ Subsidising 'Laptops for Children Scheme': £950 / Oxford reading buddy £400/ Pupil Premium Leader: £12000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure all relevant staff apply the writing cups/ lenses during shared and independent reading with a focus on non-fiction texts leading to writing. Shared and modelled writing sessions should be targeted at GDS.</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>Technology efficient and effective around the school to ensure maximum access to quality-first teaching of the curriculum. Use of technology during formative assessment e.g. mini quizzes, ping pong, forms, etc.</p>	<p>EEF- Using digital technology to improve learning-summary of recommendations</p>	<p>1, 2 and 6</p>

## Targeted academic support

Budgeted cost: **44,200**

Reading strategies: £1000/ LSAs & TAs: £20,000/ Interventions: £18,200/ School led tutoring: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with 1:1 and small group 'red tray' and 'pre-teach' interventions for pupils falling behind expected standard	Feedback = +6 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 (50% subsidy) for those targeted for EXS in English & Maths (Oct to Jan & Jan to Jun)	Small group tuition = +4 months progress (EEF)	1 and 2

## Wider strategies

Budgeted cost: **£23,300**

ELSA: £8000/ Pastoral LSAs: £3000 / EWO: £1800/ Attendance rewards and certificates: £500/ Life enrichment including for clubs/ trips/ milk/ uniform: £5000/ Homework club: £4000 / 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 &amp; 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	Homework = +5 months (EEF)	4 and 5

pupils the resources and support needed to undertake homework or revision.		
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= +4 months progress (EEF)	3 and 5

**Total budgeted cost: £92,985**

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 previous academic year

### Outcomes for disadvantaged pupils

Performance of disadvantaged pupils has been assessed like all pupils at Church Hill, with termly standardised assessments in class. The majority of pupils in all year groups, across the 3 main core subjects have made good progress throughout the year.

#### Evaluation

We are incredibly proud of how our children in receipt of pupil premium achieved this academic year: emotionally, socially and academically.

- ✓ In Year 3, the progress made in Reading and GPS was a strength
- ✓ In Year 4, the progress made in reading was a strength
- ✓ In Year 5, the progress made in Maths was a strength
- ✓ In Year 6, all disadvantaged pupils, across all of the subjects made good progress, with some achieving as much as 12 scaled point progress.
- ✓ Attainment for disadvantaged pupils in grammar was particularly strong in Years 4 and 6.
- ✓ Attainment in Maths was particularly strong in Years 4,5 and 6.
- ✓ There was a small increase in the number of children in receipt of PP taking part in extra-curricular clubs.
- ✓ PP attendance was 92% (Estimated figures of National PP - 92.5%)
- ✓ Many of our disadvantaged pupils benefitted from individualised support from our dedicated pastoral team

Next year, key areas for development using the pupil premium funding will be addressed. These are:

- ❖ Targeted support for reading, particularly in lower year groups
- ❖ Targeted grammar support in Y6
- ❖ Ongoing support with the pastoral team

For a further breakdown, see impact analysis presented to governors below.

## 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

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

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

## 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

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

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

## PP Progress by intervention

Reading Booster (19 pupils) Average Reading progress: 4.6 StS/5S

Maths Pre-teach (21 pupils) Average Maths progress: 5.8 StS/5S

Maths Booster (11 pupils) Average Maths progress: 6.4 StS/5S

Grammar Booster (5 pupils) Average Grammar progress: 2.8 StS/5S

## 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.

HOV's 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

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

Tuition helps with my Maths (Y5 Pupil)

## 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 onLife 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**

- Teaching
- Targeted academic support
- Wider strategies

**Key Principles**

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