

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 Infant School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	25 (+1 LAC) 16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Balinder Kazi
Pupil premium lead	Heather Creighton
Governor / Trustee lead	Balinder Kazi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,010
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress in all areas of the curriculum. This is particularly the case for their personal, social and emotional development as we feel this will provide the best possible base for a child's future success. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including for those who are already high attainers. We want to ensure the curriculum engages our most disadvantaged families and pupils in school life and learning and that skills previously developed are built on.

Quality first teaching is at the heart of our approach for all children, this is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in this statement is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers thus ensuring improved progress and attainment in reading, writing and maths. This will be provided through tailored provisions which identify lost learning gaps.

Our approach will take account the needs and challenges that our disadvantaged pupils face, this will be based upon academic assessments, conversations with families and our knowledge of the local community. We will endeavour to ensure that pupils have good learning attitudes, behaviours and resilience and that their individual and collective mental health and well-being needs are met. We will provide our pupils with the opportunities to access the full range of curricular enhancements and extra-curricular provisions.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through a school led tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We have adopted a whole school approach in which all staff take responsibility for and are aware of the needs of our disadvantaged pupils' and work to raising expectations of what they can achieve and therefore improving outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Discussions, assessments and observations of pupils indicate slower progress in all subject areas, with a particular effect in phonics, reading and writing. Gaps are evident among our disadvantaged pupils compared to their peers. Teachers note disadvantaged pupils have lost independence with regard to classroom learning.
2	Pupils have limited access to reading materials outside of school and due to other commitments, parents find it challenging to give regular support with reading at home.
3	Pupils in receipt of pupil premium funding have attendance below that of those who are not. Historical data shows that pupil's attendance is significantly below their peers and rates of persistent absenteeism are also higher.
4	Families of disadvantaged children are finding it challenging to provide extracurricular experiences for their children which will add to their cultural capital and support their

	personal and social development. This will be exacerbated by the current cost of living crisis.
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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
Through quality first teaching, targeted interventions and school led tutoring pupils make accelerated progress in reading and attain closer to national average.	End of Key Stage 1 data is closer to the national average for disadvantaged children. Target – 58%
Through quality first teaching, targeted interventions and school led tutoring pupils make accelerated progress in writing in line with other pupils and closer to national average.	End of Key Stage 1 data is closer to the national average for disadvantaged children. Target – 58%
Through quality first teaching, targeted interventions and school led tutoring pupils make accelerated progress in maths in line with other pupils and closer to national average.	End of Key Stage 1 data is close to or in line with the national average for disadvantaged children. Target – 66%
Through quality first teaching, targeted interventions and school led tutoring the majority of pupils in receipt of pupil premium are on track to pass the phonics screening at the end of Year 1 or end of Year 2.	Year 1 phonics data shows that at least 79% of disadvantaged children achieve a pass in the phonics screen. Year 2 data shows at least 75% of pupils will achieve a pass in the phonics screen.
To provide disadvantaged pupils with a range of extracurricular activities and experiences that enhance their personal and social development.	Qualitative data from staff, student and parent surveys show that children have enjoyed the range of extracurricular activities and experiences provided.
Achieve good attendance for all disadvantaged pupils through regular checking of attendance data, liaising with parents regarding any absence concerns, meeting with Trust Attendance and Welfare Lead. (Target 96% and 0% PA)	All pupil premium children maintain good attendance throughout the year with a minimum of 97% and 0% PA.
Through a range of targeted and individual interventions, staff address gaps and areas of concern for pupil premium pupils.	Qualitative data from parents and staff show that children's needs have started to be addressed and positive progress has been made in these areas of need.

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: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Research Groups carried out across the school with a focus on exploring how modelling and scaffolding can be used effectively to close the gap for disadvantaged pupils.	To support children with writing composition in the classroom, teachers need to consider appropriate scaffolds. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://www.gov.uk/government/publications/curriculum-research-review-series-english	1
Research done across the school to develop the Feedback and Marking policy, in particular the way in which feedback is delivered to the children to make sure this has an impact on next steps	Feedback is likely to be more effective if it is approached systemically, and specifically, by adopting three fundamental principles: careful groundwork before the feedback is given, providing well-timed information that focuses on improvement, and also taking into account how learners receive and use that information. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1
To review and amend our school approach to the teaching of writing to improve standards through staff meetings and writing lead monitoring and evaluation.	Effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://www.gov.uk/government/publications/curriculum-research-review-series-english	1

Targeted academic support

Budgeted cost: £ 22,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support reading, writing and maths progress	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly	1, 2

<p>- Delivering high quality reading intervention based upon formative and summative assessment data.</p>	<p>greater benefit from phonics interventions and approaches.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Interventions to support reading, writing and maths progress</p> <p>Delivering high quality maths intervention based upon formative and summative assessment data.</p>	<p>Children's early mathematical understanding is strongly associated with their later school achievement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	1
<p>LSA Support to provide other class based interventions e.g phonics, Guided reads, individual reads, handwriting, social communication as identified on provision maps</p>	<p>Quality first teaching support the progress and development of all children non-disadvantaged and disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1, 2
<p>Providing a school led tutoring programme which provides a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2

Wider strategies

Budgeted cost: £ 14,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
An opportunity for each year group to have an enhancement to support the delivery of their curriculum.	Promoting a sense of well-being and self-worth if children are able to access all aspects of the curriculum particularly those that allow them to broaden their life experiences.	4
Subsidy for 1 Trip in each Year Group (small percentage subsidy)	Promoting a sense of well-being and self-worth if children are able to access all aspects of the curriculum particularly those that allow them to broaden their life experiences.	4
Individual Support provided to children where needed in the form of uniform, clubs, trips etc.	Promoting a sense of well-being and self-worth if children are able to participate fully in school life and feel part of the school community.	4
A selection of books purchased to promote a Love of Reading / provide quality texts for children each term.	Children who have access to a range of literature develop a wider vocabulary leading to better reading and writing outcomes. https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	2, 4
Dissemination of new trust attendance policy and regular updates to SLT and class teachers on PA children.	Research has found that poor attendance at school is linked to poor academic attainment across all stages. However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	3

Total budgeted cost: £ 36,010

Pupil premium strategy outcomes for the academic year 2021-22

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than that of non-disadvantaged pupils and lower than the national average for disadvantaged children. In Reading 44% (60%) of disadvantaged children met the expected standard along with 44% (53%) in Writing and 55% (61%) in Maths. In Year 1 31% of disadvantaged children passed the phonics screen and 89% of Year 2 disadvantaged children.

Our assessment of the reasons for these outcomes are as a result of ongoing Covid-19 impact and children making slower progress in all subject areas but particularly phonics, reading and writing. This impact was mitigated through quality first teaching, targeted interventions and a carefully planned school led tutoring programme which was delivered by members of school staff who knew the children well. Disadvantaged children across the school were also in receipt of a termly book parcel which allowed them access to a wide range of reading materials.

Ongoing assessments and observations indicated that some families found it challenging to know how best to support their child at home. This was alleviated through the use of the online learning platform seesaw where parents were able to access high quality support videos that could be used to help support children's learning at home. Staff also identified that independence, confidence and emotional well-being continued to be of concern therefore pupil premium funding was used to purchase and deliver targeted ELSA sessions for disadvantaged children.

Overall attendance in 2021/22 was lower than in the preceding years at 93.6% and lower than the target of 96%. Attendance among disadvantaged pupils was 2% lower than their non-disadvantaged peers and persistent absenteeism was 15.5% higher. These gaps continue to be significant and attendance will be a focus of our current pupil premium strategy.