**Pupil premium strategy statement**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Christ Church Church Of England Academy | | | | |
| **Academic Year** | 2020 2021 | **Total PP budget** | £122,760.00 | **Date of most recent PP Review** | September 20 |
| **Total number of pupils** | 183 | **Proportion of pupils eligible for PP** | 51.74% | **Date for next internal review of this strategy** | January 2021 |

|  |  |  |
| --- | --- | --- |
| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| Not available for 2019 -2020 due to Covid 19 pandemic | | 65% |
| 0 |
| 0 |
| 0 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Lost learning and impact on pupil mental health of the covid 19 pandemic | | |
|  | | High incidence of social, emotional and mental health (SEMH) needs impacting on pupil ability to access learning and make expected progress from KS1 – KS2 | | |
|  | | Pupil premium children attain lower outcomes in reading and progress is weak | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **C.** | | Attendance for our pupil premium children has risen 93.5% for 17/18 to 95.37 for 2018/19 however the national average has risen to against 97% and for our non-pupil premium pupils attendance has risen from 95.6% to 96.02%. This is one of the factors leading to lower standards of attainment and progress for our pupil premium pupils. **Data for 19 20 is not available because of Covid 19 pandemic.** | | |
| **D** | | Low family income leading to children not receiving an adequate breakfast and arriving at school without uniform impacting on their ability to focus on learning. Lack of variety of learning experiences in holidays and at weekends e.g. days out. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | The needs of pupils experiencing SEMH difficulties are assessed and the appropriate intervention is identified and delivered. | | Reduced incidence of referral to outside units  Reduced incidence of fixed term and permanent exclusion  Pupils accessing provision make broadly average progress  Pupils not accessing provision maintain a calm and learning environment  Improved attendance levels. |
|  | The difference between PP and non PP pupils to diminish particularly in reading. | | The difference in progress and attainment between pp and non pp pupils is diminished |
|  | Attendance to improve | | Attendance of all pupils is closer to national levels. The difference between our pupil premium children and |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2020 21** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improved long term memory  Pupils able to remember and apply known strategies to new learning  Teachers able to use shared language in professional dialog | embed EEF metacognition and self-regulation materials as a driver for quality first teaching. | There is a strong body of research from psychology and education demonstrating the importance of metacognition and self-regulation to effective pupil learning. The Sutton Trust-EEF Teaching and Learning Toolkit—which summarises international evidence—rates ‘metacognition and self-regulation’ as a high impact, low cost approach to improving the attainment of disadvantaged learners. [3 | CPD was rolled out over 2018/19 this active ingredient was implemented in 201920 but this body of work was disrupted by covid 19 and will continue this year. and embedded over this year and the outcomes assessed. | **PF AC JCh JCl** | Termly review. |
| Accelerated attainment and progress for pupils in year 2 and 6. | Pupil premium intervention teaching assistant  Employment of an additional member of support staff to increase capacity in order to be able to use a member of support staff to deliver teacher planned intervention to pupil premium children in year 2 and 6 who are in danger of not achieving level 4 or not making expected progress in the national tests at the end of key stage 2. | Teaching staff in Y2 and 6 make effective use of support staff so that they are able to focus teaching at the needs of each group of pupils.  In some cases, support staff work with higher ability children in order to keep up the pace of their learning when they are working ahead of the class or they may teach lower ability children where appropriate. This allows the teacher to accelerate pupil progress.  Please see education endowment fund guidance report ‘Making best use of teaching assistants’ | Half termly monitoring of quality of teaching, planning, pupil outcomes through ‘subject on a page’ monitoring carried out by the leadership team. Reported o governors. | **LG, PF** | Monitored by HT, governors and class teachers during 6 weekly pupil progress meetings. |
| **Total budgeted cost** | | | | | £40,000 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **Pupils experiencing SEMH difficulties to achieve age related outcomes or progress measures across KS1 and KS2** | Provide a small group therapeutic teaching base for pupils whose SEMH needs are resulting in persistently disruptive, aggressive, or violent behaviours. This will require a specialist teacher and a teaching assistant to work full time in the Nurture+ resource base. | Pupils SEMH needs have typically prevented them from accessing learning, leading to periods of time away from their learning base, exclusion from school. It has also created disrupted learning for other pupils in the class or teaching area.  The education endowment fund ‘Teaching and Learning Toolkit’ uses research to evaluate the impact and cost of behaviour interventions. It concludes that:  ‘Evidence suggests that, on average, behavior interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviors.’ | Half termly monitoring of quality of teaching, planning, pupil outcomes through ‘subject on a page’ monitoring carried out by the leadership team with support from SEN Governor where appropriate. | Led by LG  And M | Provision will be monitored half termly and adjusted according to findings. |
| **Pupils experiencing SEMH difficulties to achieve age related outcomes or progress measures across KS1 and KS2** | To run nurture provision for pupils identified as having emotional/behavioural needs through use of Boxall profiling’.  provide early intervention so that children exhibiting signs of SEMH need are provided with a safe, small group, nurturing environment in order to ensure that barriers to learning are removed and pupils make good or better progress.  Provision requires a lead practitioner and a supporting member of staff.  . | Pupils SEMH needs have typically prevented them from accessing learning, leading to periods of time away from their learning base, exclusion from school. It has also created disrupted learning for other pupils in the class or teaching area.  The education endowment fund ‘Teaching and Learning Toolkit’ uses research to evaluate the impact and cost of behaviour interventions. It concludes that:  ‘On average, Social emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).’  ‘SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.  ‘ | Half termly monitoring of quality of teaching, planning, pupil outcomes through ‘subject on a page’ monitoring carried out by the leadership team with support from SEN Governor where appropriate. | Led by LG and CH | Provision will be monitored half termly and adjusted according to findings. |
| **Total budgeted cost** | | | | | £73,079 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| To support PP families are able to access the full range of services offered by the school | Hardship funding for pupils accessing before and after school provision whose parents have been unable to meet costs. | The rationale is that working families where parent’s income is very low or there may be zero hours contracts often struggle to meet child care bills that they have accrued. Whilst they may be able to meet cost going forward, they cannot meet the debt they have incurred. For many pupils attendance at before and after school club provides a secure environment and supports working families on low incomes. | Review to ensure that funds have been allocated where needed | AA  PF | Termly review |
| To ensure that barriers to learning caused by emotional difficulties are met | Dedicated time for the learning mentor and Ark lead to deliver drawing therapy | Mental health services and CAHMS were slow to respond to pupil need. We have a significant minority of pupils who have experienced personal trauma and this was presenting barriers to their ongoing happiness, sense of safety and ability to learn within a class room environment. We employed a child therapist however due to increased cost without corresponding increases in funding this has been discontinued. To ameliorate the impact of this 2 members of staff have been trained in drawing therapy. | Monitored through weekly meetings between staff and SENCO to review provision, discuss progress and make referrals. Included n pastoral report to governors. | LG | Termly review |
| To ensure that attendance levels improve and the number of persistent absentees decreases. | Time for key staff to attend the BDAT attendance work stream and to implement strategies to support improved attendance. To fund rewards for pupils with good/improved attendance | In school data suggests that attendance of pupil premium children is below that of non pupil premium pupils.  This is linked to attainment and the attainment of pupil premium children is lower than that of non pupil premium children. | I/2 termly data review, report to governors and pupil progress meetings. | LG, RI, BM | Termly review |
| **Total budgeted cost** | | | | | £11,408 |

|  |  |
| --- | --- |
| **Previous Academic Year (2019/20)** | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) |
| Improved long term memory  Pupils able to remember and apply known strategies to new learning  Teachers able to use shared language in professional dialog | Adoption of EEF metacognition and self-regulation materials as a driver for quality first teaching. | Progress in teaching practise was made in the first term with use of knowledge organisers and quizzes used to support retention of knowledge.  Impact is difficult to quantify due to the disruption caused by the Covid 19 pandemic | Whilst progress has been made. This aim will be carried forwards into 202021 in order to complete and embed |
| Accelerated attainment and progress for pupils in year 2 and 6. | Pupil premium intervention teaching assistant  Employment of an additional member of support staff to increase capacity in order to be able to use a member of support staff to deliver teacher planned intervention to pupil premium children in year 2 and 6 who are in danger of not achieving level 4 or not making expected progress in the national tests at the end of key stage 2.  Pixl materials in KS2 to be rolled out in year 5 and 6 and then years 3 and 4. Materials to be used to | Impact is difficult to quantify due to the disruption caused by the Covid 19 pandemic. Progress measures have not been published but internal school data from the Spring term indicates rapidly improved outcomes in particular in KS2 reading when compared to outcomes for 2018 19 | Due to school closure. This aim will be continued in the 20/21 cycle in order to complete and embed practise. |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) |
| **Pupils experiencing SEMH difficulties to achieve age related outcomes or progress measures across KS1 and KS2** | Provide a small group therapeutic teaching base for pupils whose SEMH needs are resulting in persistently disruptive, aggressive, or violent behaviours. This will require a specialist teacher and a teaching assistant to work full time in the Ark resource base.  A Forest school leader from e.merge also works within the provision for an afternoon each week. | Impact is difficult to assess due to the disruption caused by the Covid 19 pandemic End of year assessments could not take place | Due to school closure. This aim will be continued in the 20/21 cycle in order to complete and embed practise. |
| Due to school closure. This aim will be continued in the 20/21 cycle in order to complete and embed practise. | Hardship funding for pupils accessing before and after school provision whose parents have been unable to meet costs. | During lockdown, lunches were delivered on a daily basis to all PP pupils. Staff were visible in the community and carrying out welfare checks on foot and by phone. Vouchers were given in addition to these. Food packages from our ‘rethink food’ market stall were delivered to families we were aware were struggling. The food from the market stall was made available with no donation required. This was also accessed by people outside our school community requiring support. | We will continue to provide whatever support we are able as the current situation has deepened the impact of poverty within the community. |
| To ensure that barriers to learning caused by emotional difficulties are met | Dedicated time for the learning mentor and Ark lead to deliver drawing therapy | Impact is difficult to assess due to the disruption caused by the Covid 19 pandemic |  |
| To ensure that attendance levels improve and the number of persistent absentees decreases. | Time for key staff to attend the BDAT attendance work stream and to implement strategies to support improved attendance. To fund rewards for pupils with good/improved attendance | Work stream attended. Attendance to Christmas 2019 was  It is not possible to compare to previous years or evaluate the year’s attendance as the school was closed to most children due to the covid 19 pandamic. | Continue to work on this aim. This is problematic due to the ongoing Covid 19 pandemic. |

|  |
| --- |
| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |