**Churchfields Pupil Premium Strategy 21-22**

**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**

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| Detail | Data |
| School name | Churchfields Primary School |
| Number of pupils in school | 457 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2024 |
| Date this statement was published | January 2022 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Tom Hyndley (Head) |
| Pupil premium lead | Sally White |
| Governor / Trustee lead | Karen Parkinson |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £70,770 |
| Recovery premium funding allocation this academic year | £40,280 |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £111,050 |

**PART A: PUPIL PREMIUM STRATEGY PLAN**

**Statement of intent**

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| Ultimately we aim to ensure there is no attainment gap between disadvantaged children and their peers.  We use pupil premium funding to support strategies that help all children to achieve and succeed.  The key principles of our strategy plan are:  ·         First and foremost, **Quality First Education**. High quality teaching is pivotal in improving outcomes for all children, and can narrow the disadvantage gap.  ·         Providing **Whatever It Takes** for those who need additional support or time to achieve their potential, through both teaching interventions and targeted social/emotional support. |

**Challenges**

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

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| Challenge number | Detail of challenge |
| 1 | **SEND:** Pupils eligible for pupil premium make up a significant proportion of our children on the SEND register, in EHCPs and in our resource based (ARC) classes. |
| 2 | **Attendance:** Pupils eligible for pupil premium make up a significant proportion of our children who have persistently low attendance and/or school avoidance. |
| 3 | **Impact of covid-19:**Younger children (particularly year 1 and year 2) appear to have been disproportionately affected by the partial school closures during the pandemic. |
| 4 | **Access to wider opportunities:**  Pupils eligible for pupil premium have significantly less access to wider opportunities/experiences/enrichment than their peers. |

**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.

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| Intended outcome | Success criteria |
| Close gaps in attainment | Outcomes by the end of KS2 are as good as those for Non PP children.  Children at each key stage are able to access their next phase of learning, and are ‘secondary ready’ by the time they leave us. |
| Build social capital | Children experience a broad range of experiences both within the taught curriculum and through extra-curricular activities. |
| Emotional wellbeing | Children and families are supported to develop into mature and responsible young people with the social and emotional skills to deal with challenges.  Behaviour records show that behaviour for pupils eligible for pupil premium is in line with behaviour for pupils in school generally. |

**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 (for example, CPD, recruitment and retention)**

Budgeted cost: £ 31000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Quality First Teaching: People**  Recruitment, retention and development of excellent teachers, including subject specialists. | EEF: “Supporting high quality teaching is pivotal in improving children’s outcomes. High quality teaching can narrow the disadvantage gap. [EEF: High quality teaching](https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching) | All |
| **Quality First Teaching: Training**  Excellent CPD including Q1E trust induction, INSET, trust-wide planning, central team and cross-school support. | EEF: “Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged.”  [EEF: Continuing Professional Development](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | All |
| **Quality First Teaching: Curriculum**  Further development of our high quality curriculum incorporating a clear phonics programme; reciprocal reading; Maths Mastery; collaborative learning approach. | [EEF: Phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics%20https:/educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics); [EEF: Mastery learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning);  [EEF: Reading comprehension strategies](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies)  [EEF: Collaborative learning approaches](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches) | All |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 39,150

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Whatever it takes: SEND support:**  Support staff are deployed across the school according to need. Targeted interventions are planned for and delivered by trained support staff according to class teacher’s regular assessment. Impact of interventions is regularly reviewed and adapted as needed. | EEF: “Ensure pupils have access to high quality teaching.”  EEF: “To a great extent, good quality teaching for pupils with SEND is good teaching for all.”  [Special Educational Needs in Mainstream Schools |](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send)  EEF: “Use TAs to add value to what teachers do, not replace them.”  [Making Best Use of Teaching Assistants | EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) | 1 |
| **Whatever it takes: Recovery:**Additional teaching support for early reading and maths | EEF: “Small group tuition has an average impact of four months’ additional progress over a year.”  [EEF: Phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics%20https:/educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics);  [EEF: Small group tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  [EEF: Oral language interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 3 |
| **Whatever it takes: Attainment:**  Year 6 booster groups | EEF: “Small group tuition has an average impact of four months’ additional progress over a year.” [EEF: Small group tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | All |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 41350

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provision of Family Worker to work with identified children and families | [EEF: Social and emotional learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  [EEF: Parental engagement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | 2, 3 |
| Provision of Counselling | [EEF: Social and emotional learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | All |
| Emotional Literacy Support Assistant (ELSA) to work with identified pupils | [EEF: Social and emotional learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  [EEF: Teaching assistant interventions](https://educationendowmentfoundation.org.uk/education-evidence/teachttps:/educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventionshing-learning-toolkit/teaching-assistant-interventions) | All |
| Small group trips for ELSA group, and subsidy for general school trips for PP children | [EEF: Arts participation](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation) | 4 |

**Total budgeted cost: £ 111,500**

**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 2020 to 2021 academic year.

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| The last set of published school data (2018-19) showed that the attainment of disadvantaged pupils at Churchfields was higher than the national average for non-disadvantaged pupils, in reading, writing and maths.  Due to COVID-19, performance measures have not been published for 2019-20 or 2020-21, and national assessments were not administered. The school did undertake teacher administered tests and we have also carried out diagnostic assessments in specific areas, in order to adjust the curriculum and develop some targeted interventions.  In line with the national picture, assessment information suggested that pupils eligible for pupil premium were disproportionately affected by the periods of lock down and typically gaps widened.  The children who attended school regularly made good progress and in some cases made more rapid progress than would have otherwise been expected (benefitting from more individual attention as a result of reduced group sizes), However overall the pandemic had a negative impact despite the efforts of the staff team to ensure and build continued engagement with home learning.  It was clear that in some cases there were very significant barriers to accessing home learning, both technical and in terms of family set-up, which made engagement with regular high quality home learning more difficult. |

**Externally provided programmes**

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| Programme | Provider |
| Guided Peer Evaluation (review programme provided by our multi academy trust) | Quality First Education Trust |

**Service pupil premium funding**

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Not applicable |
| What was the impact of that spending on service pupil premium eligible pupils? | Not applicable |