

Pupil premium strategy statement – Christleton Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr Mitchell
Pupil premium lead	Mr Mitchell/ Mrs Bingham
Governor / Trustee lead	Mrs Gibson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25340
Recovery premium funding allocation this academic year	£508
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£25848

Part A: Pupil premium strategy plan

Statement of intent

At Christleton Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

1. Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

1. Ensuring 'outstanding' teaching in every classroom
2. Closing the attainment gap between disadvantaged pupils and their peers and ensuring that disadvantage pupils are challenged in the work that they are set and high expectations of what they can achieve are supported by all staff.
3. Providing targeted academic support for pupils who are not making the expected progress
4. Addressing non-academic barriers to attainment such as attendance and behaviour
5. Ensuring that the PPG reaches the pupils who need it most
6. Ensuring early intervention is implemented as soon as need is identified.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations, and discussions with pupils and families have identified social and emotional issues for many of our disadvantaged pupils. This has an impact on their socially and on their attainment.
3	Monitoring of attendance has indicated that those classed as disadvantaged have poorer attendance overall than non-disadvantaged.
4	Monitoring, both internal and external, has indicated that whilst there is increasing consistency, outstanding teaching is not consistently present in all classrooms.
5	The relatively small number of disadvantaged children means that identifying specific gaps can be problematic as many of the issues are specific to individual children rather than groups of children. As a school we therefore take more individualised approaches when required.

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
High quality teaching is delivered in all classrooms consistently and adaptations are in place to remove barriers for disadvantaged pupils.	<ul style="list-style-type: none"> • Sustained high quality teaching is present in all classrooms • Barriers to learning are quickly identified and appropriate strategies are being utilised to support pupils.
To embed and strengthen the use of retrieval and questioning strategies as a part of quality first teaching strategies to promote excellent knowledge retention and retrieval.	<ul style="list-style-type: none"> • The use of retrieval and questioning strategies to support learning is embedded in all classrooms • Children efficiently acquire, rehearse and connect their knowledge leading to increased attainment across school leading to the majority of children working at or above the expected standard at the end of key stage.
To achieve and sustain improved attendance and punctuality for all children in our school but especially our disadvantaged children.	<ul style="list-style-type: none"> • The attendance percentage increases over time. • Targeted actions reduce lateness

	<p>and absence for specific children.</p> <ul style="list-style-type: none"> The percentage of children who are persistently absent is below 5% <p>The schools' absence and persistent absence rates remain well below national.</p>
Improved oral language skills and vocabulary among disadvantaged children.	<ul style="list-style-type: none"> Assessments and observations indicate the oral language skills of disadvantaged children is improved as a result of intervention and quality first teaching.
To continue to achieve and sustain improved mental health and wellbeing among disadvantaged children.	<ul style="list-style-type: none"> Observations and pupil and parent voice indicate that disadvantaged children have positive mental health and well being is high. Low incidents of poor behaviour

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver the Neli programme within EYFS and year one.	EEF evidence supports that development of early communication skills benefits the children academically supporting them to achieve their potential.	1,2,
Additional Adults support within school especially within the ks2 classes	Greater capacity to provide intervention, 1:1 or small group can support pupil learning. This will be provided in addition to and explicitly linked with normal lessons. Strategic deployment of TAs ensures that priority pupils are supported. EEF	1,4,5
Enhancement of our English and maths	Quality first teaching ensures that needs are met in the first instance. Ensuring teaching is at least good in all classrooms and that the curriculum is	1,4,5

<p>curriculums in line with DfE and EEF guidance.</p> <p>(Funding of subject leader and teacher release time to embed key elements and access resources)</p>	<p>coherently planned will support all children, but particularly the disadvantaged</p>	
<p>Ensure best practice is shared and developed in all classrooms and teachers continue to be reflective on their teaching through continued investment in the schools coaching programme.</p>	<p>EEF</p> <p>Quality first teaching is provided in all classrooms ensuring the teaching and learning is adapted to meet the needs of each and every child.</p>	4,5
<p>Ensure staff are supported to embed key teaching strategies such as retrieval and questioning.</p> <p>(Funding of subject leader and teacher release time to embed key elements and access resources)</p>	<p>Retrieval practice is strongly supported by over 100 years of research and is one of only two learning techniques rated by Dunlosky et al (2013) as having 'high utility' for classroom practice- EEF</p>	4,5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELKLAN training for 'communication champion' to deliver targeted speech and language sessions for those children requiring additional support or on a SALT care plan</p>	<p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>	1,4,5

	Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.	
Additional phonics sessions targeted at those children requiring additional phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over periods up to 12 weeks EEF – Phonics - Toolkit strand	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Zones of Regulation with the aim of ensuring that all children are able to self-regulate their emotions and be ready for learning.	Social and emotional skills support effective learning are linked to positive outcomes later in life. EEF – Improving behaviour in schools.	2
Embed the principles of the DfE's Improving School Attendance advice. This will involve CPD for the school office staff and release time for senior leaders to develop and implement new procedures and systems.	Engagement with families significantly reduced persistent absence. School attendance is linked to positive educational outcomes.	2,3
Further develop the schools capacity to deliver mental health and Social and	Extensive evidence links the development of social and emotional skills in childhood improved educational outcomes.	2

emotional support through the release time of the SENDco, and the purchase of 'Kapow' to support PHSE and the wellbeing of all pupils	EEF	
---	-----	--

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Despite continuing challenges presented by COVID-19 and staff absence the school was committed to improving teaching and learning via a coaching model. To ensure maximum impact the process was developed during the spring and summer terms to focus on where improvements in practice were required most. Outcomes of this support were positive with observations indicating a more sequenced plan of lessons, higher expectations within the classroom, a greater consistency in approach, better management of behavior. These improvements resulted in better progress evidenced in pupil workbooks and outcomes.

The school developed induction processes, systems and materials to ensure that staff new to the school were able to quickly adapt to expectations.

Continued investment in the school's phonics resources, delivery and schemes have resulted in a better provision and enhanced resources (both in school and at home). Internal monitoring has noted increased consistency of delivery which has resulted in improved phonics scores within EYFS, Year 1 and Year 2. These improvements have accelerated the catch up which was required following the impact of the COVID-19 pandemics. Further development and training will be planned into subsequent PP plans to ensure all staff have the knowledge to deliver effective phonics teaching.

The planned developments to the behaviour system and processes were impacted by the need to support children in managing their emotions with the continual disruption caused by the pandemic.

The use of the PP grant was supportive to ensure that disadvantaged children were able to take part in all curriculum opportunities. The impact was particularly evident in years 4,5 and 6 where residential trips took place and the grant was used to support the parents of individual children to ensure they were able to attend. Further work would be beneficial to ensure children are able to attend after school clubs as well as these residential opportunities.

Work on attendance will continue. This will be targeted towards a low number of disadvantaged children with poor punctuality and attendance in comparison to other PP children or non-disadvantaged children. The attendance of all children was impacted through the pandemic and during last academic year.

Our observations and assessments indicate that pupil wellbeing and mental health continued to be impacted last year. This was primarily due to the return following COVID-19 lockdowns. Internal observations indicated that this impact was more noticeable in disadvantaged pupils. The pupil premium funding facilitated additional wellbeing support across the school and targeted support for individuals and groups. Support was particularly impactful in supporting disadvantaged children in their transition from primary to secondary school and when building up to their statutory assessments at the end of the year. The school is continuing to look for ways to further develop the support it can offer and increase capacity to ensure all children who need this support are provided with it quickly and consistently.

Our internal assessments during the 2021-2022 academic year suggested that the performance of disadvantaged children was marginally lower than in previous years in key areas of the curriculum. However, due to the pandemic, this was a picture reflected by the non-disadvantaged children as well.

Regarding progress (Progress Summer assessment 2021 – Summer Assessment 2022)
80% of children on in receipt of PP made good or better progress in reading and in writing.
87% made good or better progress in maths.

Considering attainment, 27% of disadvantaged children are working below the age expected standard in Reading, 40% in writing and 13% in maths. This compares to 7% Reading, 9% Writing and 5% maths for non-disadvantaged children.

Writing remains a focus of the school. N.b. from observation and monitoring disadvantaged children's writing development was impacted by the pandemic lockdowns to a greater extent than non-disadvantaged despite the high level of remote education taking place. Within the writing data there are three children who joined the school during the pandemic and one who has had significant absence over the last academic year.

2022-2023

The school continued to invest in early reading and phonics through further training and resources, such as, books for home and school reading. Through both internal and external monitoring, the teaching and delivery of phonics has been highlighted a strong practice and results in EYFS, Year 1 and Year 2 continue to improve. The school Due to the introduction of new staff and continual drive to ensure outstanding phonics teaching for all children the school will continue to invest further in this area during the next academic year.

The school continued to make use of the PP grant to ensure disadvantaged children were able to take part in all curriculum opportunities. This was used to support children to attend trips and residential to ensure that children from disadvantaged families had full access to the curriculum and wider opportunities.

The school continued to invest significantly into the continuation of coaching and mentoring to ensure outstanding teaching in all classrooms and CPD in retrieval practice, Rosenshine's Principles of Instruction, quality first teaching and curriculum adaptation. The outcome of this investment has been observed via internal monitoring of high-quality teaching with a range of teaching strategies used resulting in good progress and high-quality outcomes evidence in children's workbooks. The school has also invested heavily in reading across KS2 with the introduction of 'star books' and reading fluency intervention training and materials. We will continue to invest in embedding high quality teaching strategies that are adapted to meet the needs of all children and remove barriers to learning for the children who are disadvantaged.

Work on attendance will continue. This will be targeted towards a low number of disadvantaged children with poor punctuality and attendance in comparison to other PP children or non-disadvantaged children.

The school continued to ensure that pupils mental health and well-being was high priority through the investment in programs and interventions such as, Heart smart, My Happy Mind, ELSA release time and the purchase of the Boxhall Profile. However, our observations and assessments indicate that pupil wellbeing and mental health continued to be impacted last year due to the lasting impact of COVID- 19 and some individual family circumstances. This continues to be more prevent in children from disadvantage and therefore the school will continue to develop the wider school strategies for improved mental health and well-being.

Regarding progress (Progress Summer assessment 2022 – Summer Assessment 2023)
80% of children on in receipt of PP made good or better progress in reading and in writing.
76% made good or better progress in maths.

Considering attainment, 19% of disadvantaged children are working well below the age expected standard in Reading, 25% in writing and 13% in maths. This compares to 6% Reading, 9% Writing and 4% maths for non-disadvantaged children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
HeartSmart	HeartSmart
RWI	RWI – Ruth Miskin
White Rose Maths	White Rose

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.