

Christ Church Chorleywood C of E School – Pupil Premium Strategy Statement 2021-2022

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	CHRIST CHURCH CHORLEYWOOD C OF E SCHOOL
Number of pupils in school	234 (including nursery) 214 (YR to Y6)
Proportion (%) of pupil premium eligible pupils	1.4%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022 & July 2022
Statement authorised by	Sarah Selleck, Head of School
Pupil Premium Lead	Jessica Bailey, Mental Health Lead
Governor Lead	Karen Lutterodt, lead governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£4,035
Recovery Premium funding allocation this academic year	£2,709
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£6,744

Part A: Pupil Premium Strategy Plan

Statement of intent

We believe that all pupils, irrespective of their background or the challenges they face, should make good progress and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers.

We will consider the challenges faced by our vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality-first 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.

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Standardised assessment tests indicate that one PPG pupil's maths attainment is below that of non-disadvantaged pupils.
2	Standardised assessment tests indicate that two PPG pupil's reading & writing attainment is below that of non-disadvantaged pupils.
3	Our assessments and observations indicate that the education and wellbeing of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
4	Our recent attendance data indicates that attendance among our disadvantaged pupils is 10% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved maths attainment for disadvantaged pupils at the end of each current year.	KS2 maths outcomes at end of 2022 show improved results for disadvantaged pupils; 100% to meet the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes at end of 2022 show improved results for disadvantaged pupils; 100% to meet the expected standard & 33% to reach Greater Depth.
Improved writing attainment among disadvantaged pupils.	KS2 reading outcomes at end of 2022 show improved results for disadvantaged pupils; 66% to meet the expected standard & 33% to be working towards expected (from below starting position).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained higher levels of wellbeing from end of 2022 demonstrated through qualitative data from pupil voice & teacher observation.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance increases to above 90% by the end of 2022.

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: £4,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Matrix Mastery Hub resources and CPD (Lucy Roberts Mastery Specialist).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, (NCETM) drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Coram SCARF (PSHE scheme) will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3

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

Budgeted cost: £2,863

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide 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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3,4

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

Budgeted cost: £900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introducing STEPs therapeutic behaviour support. Whole staff training on pro-social behavioural approach with the aim of aligning with our school vision & values and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Monitoring attendance closely & work with parents/carers to improve weekly & termly attendance to above 90%.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,4

Total budgeted cost: £7,798

Total funding: £6,744

Surplus/(Deficit): (-£1,054)

Part B: Review of outcomes in the previous academic year (2020-2021)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Provision

The additional funds were added to the following budgets:

- staffing
- learning resources
- external agency support

To maintain the high teaching and learning staff: pupil ratio available in the school, the funding that is not needed for specific resources or support was placed into the staffing budget.

This meant pupils received a higher-than-average contact with adults in English and Maths. It also meant additional adult support/intervention could be provided.

In addition to the above, individual children funded through the PPG were able to access after-school clubs, have specific learning resources purchased for them and enjoyed the school trips and visits with all other pupils (Covid did restrict the number of trips & visits permitted).

Impact

1. Additional staff meant more support being afforded to the PPG children in each class.
2. PPG children experienced curriculum enrichment with their peers.
3. Access to specific learning resources supported children's learning in the classroom directly.
4. The ability to fund support from external agencies.

Externally provided programmes

Programme	Provider
N/A	