

Christ Church Chorleywood C of E School – Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	222 (including nursery) 210(YR to Y6)
Proportion (%) of pupil premium eligible pupils	2.85%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	Annually (to reflect funding changes)
Statement authorised by	Sarah Selleck, Head of School
Pupil Premium Lead	Jessica Bailey, Mental Health Lead
Governor Lead	Coralie Naalchigar, lead governor for disadvantaged pupils

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£11,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£11,450

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 most PPG pupil's maths attainment is below that of non-disadvantaged pupils.
2	Standardised assessment tests indicate that most PPG pupil's reading & writing attainment is below that of non-disadvantaged pupils.
3	Our assessments and observations indicate that the circumstances of these pupils have impacted their education.

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
Improved maths attainment for disadvantaged pupils at the end of each current year.
Improved reading attainment among disadvantaged pupils. Improved writing attainment among disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. 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).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1
Improve the quality of social and emotional (SEL) learning. Coram SCARF (PSHE scheme) will be monitored in line with DfE Mental Health Lead training.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3

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

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

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3
OPAL for break and lunchtime play. Whole school strategy to plan, resources and evaluate the quality of play provision as if it were an important human right, essential to all aspects of children's development and a source of joy and happiness that every child can access because it is all of these things.	Positive play leads to positive learning behaviour and improved outcomes. https://outdoorplayandlearning.org.uk/wp-content/uploads/2016/07/supporting-school-improvement-through-play-1.pdf	3

Part B: Review of outcomes in the previous academic year (2023-2024)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 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, music lessons, have specific learning resources purchased for them and enjoyed the school trips and visits with all other pupils.

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.

Pupil Premium Assessment Data

Reading: 100% Expected

Writing: 33% Expected 66% Working Towards

Maths: 66% Expected 33% Working Towards

No Greater Depth

Externally provided programmes

Programme	Provider
N/A	