

Christ Church Charnock Richard CE Primary School

Pupil Premium Strategy 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 Charnock Richard CE Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers 2021/22	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Helen Brooks
Pupil premium lead	Helen Brooks
Governor / Trustee lead	Jean Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,1340
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

'I can do all things because Christ gives me strength' Phil 4:13

In accordance with our Mission Statement, the school team aims to prepare all children for their future by helping them achieve their full potential as part of the Christian family and as members of the wider community

When making decisions about using Pupil Premium funding. We consider the context of our school and any particular challenges our families face alongside the research conducted by the EEF. Consideration has been given to the three key areas of high-quality teaching, targeted academic support and wider strategies.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

School context

Christ Church is a church aided primary school situated in the village of Charnock Richard, on the outskirts of Chorley, in Lancashire's Diocese of Blackburn. This school is smaller than the average-sized primary school with an admission number of 30 since 2018. Up until 2018 the intake number was 25.

The vast majority of pupils are of White British heritage. The proportion of pupils who are identified as disadvantaged and supported by the pupil premium is below the national average. The proportion of pupils who have special educational needs is below the national average. The proportion of those who have disability or have a statement of special educational needs or an education, health and care plan is also below the national average.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.
- To ensure that all disadvantaged pupils have access to the enriched curriculum across school.

Achieving these objectives

The range of provision the Governors consider for this group include and would not be limited to:

- Part funding of a Key stage 2 teacher to keep Key stage 2 classes at 30 or below
- To fund Teaching Assistant support to provide interventions and 1-1 support to accelerate progress and move children towards age related expectations.
- To support pupils on Free school meals to reach age related expectations.
- To employ extra lunchtime staff to provide nurture and behaviour support as necessary.
- To allow children to learn a variety of musical instruments throughout their school journey.
- To pay for enrichment activities, educational visits and residentials as needed.
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Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Low attainment on entry to school in all areas
3	Attendance issues
4	Social and emotional challenges and issues

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
Attainment in reading	Achieve above national average progress in KS2 reading (0)
Attainment in writing	Achieve above national average progress in KS2 writing (0)
Attainment in Mathematics	Achieve above national average progress in KS2 mathematics (0)
Phonics	Pass the phonics screening.
Attendance	Attendance of PP children above 95%

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: £6,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards cost of Key stage 2 teacher (£6,000)	Ensure quality first teaching in all key stage two classes ensuring single age groups within school and numbers maintained at 30 or below.	1,2,
CPD provided to new staff on Phonics (£300)	Need continuity and high expectations to ensure that the percentage of year 1 children passing the Phonics check returns to pre-pandemic level.	1,2,3

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

Budgeted cost: £12,638

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant in key stage 1 Additional 15 hours per week across key stage (£ 5,819)	Over time internal shows the impact of high quality 1-1, small group intervention to ensure accelerated progress to ensure children have the basic skills to access the challenge of the key stage 2 curriculum.	1,2,4,5
Additional teaching assistant support in key stage 2 additional 15 hours across Key stage (£5,819)	Over time internal shows the impact of high quality 1-1, small group intervention to ensure accelerated progress to close the gap ensure children reach age related expectations where ever possible at the end of key stage 2	1,2,4
Additional books to support phonics across key stage 1 (£500)	An audit was conducted by the subject lead July 2021 to ensure that high quality books supported the phonics teaching across EYFS and KS1.	1,2,4
Reception Resourcing to meet the needs of the new curriculum.(£500)	An audit was conducted by the Key stage 1 lead to invest the in new resources to meet the new curriculum	1,2

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

Budgeted cost: £ 7,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional lunch staff to provide appropriate support and interaction with children (£1,767)	Behaviour incidents at lunchtime are very rare.	1,2,4
Nurture specialist provided at lunchtime (£752)	Additional person to do smaller group work planned in conjunction with the SENCO to facilitate the development of social skills.	1,2,4
Residential and education visit support. £500	Educational visits and the Y6 residential provide excellent experiences and challenges for our pupils that support our children socially and emotionally.	1,2,3,4

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Experience of learning a musical instrument. £4,500	Learning of a musical instrument increases the self esteem and musical knowledge of all children. Year 2-Samba Year 4 Ukuleles Year 6 Guitars	1,2,3,4
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Total budgeted cost: £ £26,450 (*received* £20,1340 additional from the school budget)

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 2021 to 2022 academic year.

The Dfe have stated that the results from statutory assessments will not used to hold schools to account for results for 2020-2021.

Priority 1 Improve the outcomes (attainment) of Pupil Premium children in Reading Writing and Mathematics

In Reception, Year 2 and Year 6 these are Statutory Standard Assessment Tasks and Year 1 Year 3, Year 4 and Year 5 these are Teacher Assessments.

Year Group	Number of children	Reading		Writing		Mathematics	
		Attainment	Progress	Attainment	Progress	Attainment	Progress
R	2	Achieve Good level of development 50%(1)					
Year 1	1	0%		0%		0%	
Year 2	4	50%		50%		100%	
Year 3	2	100%		50%		50%	
Year 4	2	50%		50%		50%	
Year 5	2	50%		0%		50%	
Year 6	3	66%		66%		66%	

Year 2 to Year 6 progress measure (National average progress =0)

Subject	Progress score	Statistical significance
Reading	+1.5	In line with the national average
Writing	+1.1	In line with the national average
Mathematics	+1.4	In line with the national average

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Care must be taken when reporting small cohorts of pupils.

External assessment of phonics across Key stage 1 commented. "Children start to learn phonics as soon as they join the Reception year. Phonics is taught systematically by expert staff. Teachers work with parents so they know how to support their children at home. Children in the early years and pupils in key stage 1 take part enthusiastically in phonics sessions."

Phonics results show 1 child did not pass the phonics screening and is receiving additional support.

Attendance of pupil premium pupils was 94% compared with 96% of not pupil premium children.