

Christ Church Charnock Richard CE Primary School

Pupil Premium Strategy 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 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 Charnock Richard CE Primary School
Number of pupils in school	198 September 2022 200 September 2023
Proportion (%) of pupil premium eligible pupils	6% September 2022 7% September 2023
Academic /years that our current pupil premium strategy plan covers.	2022-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023 review completed. Review October 2024
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 2022-23	£22,825
Pupil premium funding allocation this academic year 2022-23	£21,065
Recovery premium funding allocation this academic year 2022	£2,000 approx
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 meet 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

- Ensure all children have access to quality first teaching and learning support.
- Track and discuss the attainment of socially disadvantaged pupils; identifying barriers to learning, additional provision that could impact on progress and implementing where appropriate.
- Allocating resources, which included Teaching Assistant support to target pupils to achieve or exceed age related expectations.
- Provide additional support for those who are socially disadvantaged in local authority care or were previously in local authority care including the promotion of mental health and well-being
- Support payment for enrichments activities including in school activities, educational visits and residential. This will enable pupils to have first-hand experiences to use in their learning in the classroom and develop their skills and talents outside of school

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 residential as needed.

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 on entry to school.
2	Ability to nurture their own social, emotional and mental wealth. Some pupils require social, emotional and behaviour support. Social and emotional challenges and issues
3	For some children limited to access to enriching experiences outside of school that offer opportunities to develop and enhance their cultural capital.

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
Disadvantaged pupils become more proficient in core reading and writing skills.	The gap between disadvantaged pupils and other pupils will decrease in core subjects overtime.
Language and communication skills will improve across Early years and Key stage 1	Assessments will show individual progress made through the use of specialised programmes.
Pupils are able to identify and discuss their emotions and any actions or responses to these.	Discussions in PSHE lessons and worship demonstrate that pupils understand their emotions and the impact it can have on others.
The curriculum equips pupils with opportunities to help them nurture their own social, emotional and mental wealth.	Pupils talk about how they look after their own mental health and well-being discussing particular aspects of the curriculum e.g. PSHE
The enriched curriculum provides all children with opportunities to develop their knowledge of the world around them.	Children can talk about their interests dreams and understanding of the world around them confidently.

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: £8,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards cost of Key stage 2 teacher (£6,000)	Quality first teaching is key. "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment." https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,2,
CPD provided to new staff on Phonics (£300)	Phonics approach has proven impact: EEF Guidance Report: Improving Literacy in Key Stage 1	1,2,
CPD to upskill staff on interventions for speech and language development £(500)	Identifies priorities for improving practice in the support and management of children with delays in early language development. Targeted support programme https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/early-language	1,3
Payment for school speech and language teacher £500 per term £1.500	Allow timely support and assessment for pupils within school	1

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

Budgeted cost: £12,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant in key stage 1	TAs and additional adults deployed in line with findings from research: EEF	1,2,

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Additional 15 hours per week across key stage (£ 5,819)	Guidance Report: Making Best Use of Teaching Assessments Over time internal data 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.	
Additional teaching assistant support in key stage 2 additional 15 hours across Key stage (£5,819)	TAs and additional adults deployed in line with findings from research: EEF Guidance Report: Making Best Use of Teaching Assessments Over time internal data 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	1,2,3

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.	2,3
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. Identifying the social, emotional and health needs of children (case studies) https://www.nurtureuk.org/research-evidence/research-news/building-evidence-base-nurture-key-areas-consider	2,3
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,
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	3,

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	Year 4 Ukuleles Year 6 Guitars https:// educationendowmentfoundation.org.uk/ guidance-for-teachers/life-skills- enrichment A well-rounded culture rich curriculum is key	
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Total budgeted cost: £ £27,950 (*received* £21,065 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 2022 to 2024 academic year.

Results for the academic year 2022-2023

National Attainment and progress scores

(Year 1): 96%% pupils passed the statutory phonics screening check at the end of Year 1. 100% of PP Pupils passed the screening check.

(Year 2): 100% (3/3) pupils passed the re-screen test at the end of Year 2.

End of Key Stage 1 (Year 2):

Reading;

Overall 70% of pupils were teacher assessed at working at 'age related' expectations (of which 16% were assessed at working at the higher standard).

0% of FSM pupil (1 child) was teacher assessed at working at 'age related' expectations

Writing:

73% of pupils were teacher assessed at working at 'age related' expectations.

0% of PP (1 child) pupils were teacher assessed at working at 'age related' expectations.

Mathematics:

83% of pupils were teacher assessed at working at 'age related' expectations (of which 16% were assessed at working at the higher standard).

0% of FSM pupils (1 child) were teacher assessed at working at 'age related' expectations.

End of Key Stage 2 (Year 6):

Reading:

83% of pupils were working at the 'expected level' (national average 73%) of which 59% were assessed at working at a 'greater depth of study'. Our average scaled score (where 100 is the expected standard) was 107 (national average = 105 in 2023).

50% of PP pupils (1/2) were working at the 'expected level'.

Our overall progress score = 2.1 (confidence interval -0.2 to 4).

(The national average progress score is 0. The score should be interpreted alongside the associated confidence interval. Where the confidence interval straddles 0 it is not significantly different from the national average).

Writing:

89% of pupils were working at the 'expected level' of which 24 % were assessed at working at a 'greater depth of study'.

100 % of PP pupils (2/2) were working at the 'expected level'.

Our overall progress score = 2.1 (confidence interval -0.2 to 4.4).

(The national average progress score is 0. The score should be interpreted alongside the associated confidence interval. Where the confidence interval straddles 0 it is not significantly different from the national average)

Mathematics:

96% of pupils were working at the 'expected level' of which 24% were assessed at working at a 'greater depth of study'. Our average scaled score (where 100 is the expected standard) was 106 (national average 104).

100% of PP pupils (2/2) were working at the 'expected level'.

Our overall progress score = 1.5 (confidence interval -0.7 to 3.8).

(The national average progress score is 0. The score should be interpreted alongside the associated confidence interval. Where the confidence interval straddles 0 it is not significantly different from the national average).

CPD

All new staff trained in phonic delivery enabling bespoke interventions to target children as and when necessary.

Staff able to access appropriate speech and language training as identified by SENCO

The curriculum equips pupils with opportunities to help them nurture their own social, emotional and mental wealth.

Pupil surveys and PSHE books show that children can confidently talk about their feelings in a variety of contexts and name trusted adults to provide support.

The enriched curriculum provides all children with opportunities to develop their knowledge of the world around them.

Pupils have access to enrichment activities to ensure no pupil is disadvantaged particularly by cost.

Pupils have had access to visits, activities and Year 6 Residential – to develop teamwork skills, independence and resilience.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A