

Pupil premium strategy statement

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	Church Langton CE Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	6% (12)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr Roddy
Pupil premium lead	Mr Baylis
Governor / Trustee lead	Mr Joseph

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18140
Recovery premium funding allocation this academic year	£2000.04
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20140.04

Part A: Pupil premium strategy plan

Statement of intent

At Church Langton CE Primary School our goal is for Pupil Premium children to not be in any way disadvantaged compared to their peers. Our current pupil premium plan ensures they are exposed to the highest quality teaching and wider experiences as is possible to provide. The current plan aims to address any gaps and challenges that may cause children in receipt of Pupil Premium to achieve any differently compared to their peers. The following plan is based on consideration of gaps and challenges and addresses these using research backed methods in order to eliminate inefficient and costly ideas which do not have the same significant impacts. We aim for all disadvantaged children to make good progress and achieve high attainment outcomes. High quality teaching, we believe, is the bed rock of success for these children and therefore our plan reflects that ethos.

Why we spend the money the way we do?

Outcomes for disadvantaged pupils at Church Langton have consistently demonstrated that high quality teaching is having a significant impact on outcomes. The funding is spent to provide extra-curricular opportunities and emotional and social support for pupils and incorporates tailored interventions. The gap most often evident is in the experiences the pupil premium children are able to access.

Our Governor monitoring/discussions last year showed that:

The outcomes for Pupil Premium children still indicate that the spending strategy of focusing on quality teaching works. Pupil Premium numbers continue to be relatively low compared to other settings but this means it continues to be important that we offer the same level of expectations and participation for these children.

Our discussions/feedback from parents suggests:

Parents regularly confirm that access to extra-curricular opportunities benefit their child where they wouldn't otherwise be able to participate. Parents appreciate the regular reporting opportunities through reports and parent's evenings to keep informed on their child's progress.

Challenges

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

Challenge number	Detail of challenge
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1	Limited participation in extra-curricular activities has been noticed amongst our pupil premium cohort. Often, it is considered that extra clubs are not a necessity and therefore are not pursued by families.
2	Social issues relating to parental separation or social issues amongst our pupil premium cohort have been noticed and emotional support identified as an area of need, especially with external agencies having less availability.
3	Wide range of trips offered makes affordability hard for pupil premium children. The school offers two residentials and aims to offer three trips across an academic year which can be a substantial financial ask.
4	Lack of engagement with consolidation work at home has been noticed and this gap has extended during periods of lockdown. Technological issues and access to devices has sometimes mixed with lower engagement levels to produce bigger gaps in attainment.
5	Continued monitoring of academic achievements in order to maintain achievement in line with peers.

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
Ensure staff are trained and up to date with new phonics scheme so that it can be vigorously delivered and narrow the reading gap for disadvantaged pupils.	<p>SoundsWrite phonics training undertaken.</p> <p>Phonics assessments undertaken and results scrutinised termly.</p> <p>Pupil progress meetings with KS1.</p> <p>Close link to reading development in school.</p>
Continue work on quality first teaching. This should include CPD opportunities, continued improvement with formative assessment and work on effectively using teaching assistants for interventions.	<p>Formative assessment twilight course.</p> <p>Performance Management linked to formative assessment.</p> <p>SoundsWrite phonics training.</p> <p>Staff involved with relevant CPD.</p> <p>Subject leaders continued engagement with trust support groups.</p> <p>Funding for development of teaching assistants and CPD for them to engage in.</p>
Continue to ensure that pupils can engage with cultural and extra-curricular	All pupil premium children to access every trip.

elements of schools e.g. trips and residential experiences.	<p>Pupil premium children offered access to extra-curricular club.</p> <p>Enrichment days held by school.</p> <p>Pupil Premium funding for music lessons.</p> <p>Pupil Premium children to attend residential.</p> <p>School uniform and milk funded when necessary.</p>
ELSA trained member of staff to work with children from pupil premium group on emotional well-being and resilience. This should aid attendance and academic achievement through improving their social and emotional needs where necessary.	<p>Mrs Hayward timetabled clubs.</p> <p>Mrs Hayward timetabled interventions.</p> <p>End of work assessments carried out on pupils welfare from staff and students.</p> <p>Funding properly allocated for this time.</p>
Pupil premium children continuing to be regular focus in discussions of pupils (both data and pastoral). This should continue to be a large focus in SLT discussions and PPM discussion with teachers so that children continue to be at the top of discussion agendas.	<p>Section on pupil progress form for pupil premium discussion.</p> <p>Feedback from ELSA staff member.</p> <p>Regular references in staff meetings.</p> <p>Formative assessment twilight course to help identify needs.</p> <p>SLT non-contact time.</p>
Whilst we hope that learning continues to occur within school it is important to plan and make provision for future possible remote learning. A large element of this is the access required for digital content and relevant equipment, monitoring and well-being continuing to be a focus for all pupils but especially our pupil premium children.	<p>Mathletics subscriptions.</p> <p>Spelling Frame subscriptions.</p> <p>LetterJoin Subscriptions.</p> <p>Collection of school laptops available.</p> <p>Headteacher check ins with pupils after assembly when remote learning.</p>

Barriers to learning these priorities address	<p>Pupils have continued to be affected by the pandemic and the disruption to normal schooling that this has caused. Quality first teaching is paramount to the success of these children and now learning is no longer remote it is pivotal to keep the gap narrowed (whilst still making provision for potential further remote learning). Home school learning has sometimes been harder for these children to access and it is important that their gaps are identified and vigorously addressed. Reading ability has been identified as a key determiner of academic achievement across the curriculum and it is therefore vital that this is picked up early and that the phonics required levels are achieved by disadvantaged children.</p> <p>Parental engagement can be a barrier to our pupil premium children and therefore the emphasis on plugging identified gaps in school using</p>
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bespoke intervention is important. Communication with this group has been an emphasis last year and should continue to be so this year despite children being back in school.

Due to the affluent nature of a large body of our parent group the pupil premium children often have a large deficit in exposure to 'extra-curricular' elements. They often struggle to attend trips and residential experiences without school aid.

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: £10,893 (shared budget with targeted academic support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Writing was an area where pupil premium children within our setting could have more support. This will involve CPD and development for teachers within the school's new writing format, CPD and support for support staff and the facilitating of intervention time to help narrow these gaps.</p>	<p><i>'The difference between a very effective teacher and a poorly performing teacher is large. For example, during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher.</i></p> <p><i>Over a school year, disadvantaged pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers – a difference of a whole year's learning'</i></p> <p>McKinsey, Sutton Trust / BCG research</p>	<p>5</p>
<p>Re-establishment of rigorous reading expectations and teaching using school's</p>	<p>A pupil premium child is, on average, about 8 months behind their peers in terms of reading ability when they start school and the trend for this disadvantage, unfortunately, is that it grows across the time they are in school. The differences in outcomes achieved can be stark and is shown in the Sutton Trust 2021 document.</p>	<p>4 and 5</p>

format. All staff regularly trained and monitored in the delivery of this content.		
Establish rigorous and daily phonics teaching and interventions with all key stage staff trained in delivery.	See combination of boxes above. The education endowment fund also credits this as being one of the cheapest strategies but with the maximum impact possible to be attributed to this area. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4 and 5
Social and Emotional support deployed to individuals and responsive to areas of need - ELSA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2

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

Budgeted cost: £10,893 (shared budget with teaching)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish rigorous and daily phonics teaching and interventions with all key stage staff trained in delivery.	Rationale mentioned previously.	4 and 5
ELSA support provided for pupil premium children that can struggle with emotional	PAC-UK recommends: 1. Provide nurture and relationships. For example, through a nurture group, and	2

<p>and social issues. This member of staff needs continued funding, training opportunities and timetabled time to complete this role.</p>	<p>training for staff to provide key attachment relationships.</p> <ol style="list-style-type: none"> 2. Scaffold children’s social skills and peer relationships. For example, through lunchtime clubs with opportunities to practise social skills or facilitating friendships e.g. through a buddy scheme or peer mentoring initiative 3. Support emotional literacy and emotion regulation. For example, through group work, or some calm zones in classrooms and centrally within the school. 4. Support children to cope with transitions and change. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6274

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school impetus on trips that broaden experiences, especially for those disadvantaged children (when trips are possible again). These can be cultural as well as educational.</p>	<p>Evidence suggests a powerful and enriched curriculum is vital to a child’s development and this ‘powerful knowledge’ may not be as accessible for disadvantaged children. https://impact.chartered.college/article/applying-powerful-knowledge-principle-curriculum-development-disadvantaged-contexts/ We want a broad and inclusive curriculum with opportunities open to all to broaden these interests even further. https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk/rsu/files/narrowing_the_achievement_gap_for_disadvantaged_pupils_2018.pdf</p>	<p>1,3 and 4.</p>
<p>Enrichment activities and days continued and funding provided to allow access to these events.</p>	<p>Disadvantaged learners are entitled to the same high quality educational experiences that lucky children take for granted. (Tassoni 2016; La Salle 2018)</p>	<p>1,3, 4 and 5</p>

<p>ELSA support provided for pupil premium children that can struggle with emotional and social issues. This member of staff needs continued funding, training opportunities and timetabled time to complete this role.</p>	<p>PAC-UK recommends:</p> <ol style="list-style-type: none"> 1. Provide nurture and relationships. For example, through a nurture group, and training for staff to provide key attachment relationships. 2. Scaffold children's social skills and peer relationships. For example, through lunchtime clubs with opportunities to practise social skills or facilitating friendships e.g. through a buddy scheme or peer mentoring initiative 3. Support emotional literacy and emotion regulation. For example, through group work, or some calm zones in classrooms and centrally within the school. 4. Support children to cope with transitions and change. 	<p>2</p>
<p>Children in school that are pupil premium often need exposure to extra-curricular offerings and visits. We don't want affordability to stop them accessing these opportunities.</p>	<p>Please see box above about broadening experiences. Participation in enrichment comes with moderate impacts on the education endowment Foundation Teaching and Learning toolkit.</p>	<p>1, 3, 4 and 5</p>

Total budgeted cost: £17167

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 2020 to 2021 academic year.

Disadvantaged pupil progress scores for last academic year (it is important to note the context of these scores from a severely disrupted year). The pandemic meant national assessment data was unavailable but children were measured against teacher assessment objectives and using trust summative assessment systems. Comparison were, however, hard to formulate and therefore one of our challenges moving forward is to identify where pupil premium children now are in relation to their peers.

Across the country difficulties were experienced by schools with school closures impacting all pupils but being even more potentially damaging for pupil premium children. We were resolved to produce a rigorous home learning package which involved live daily teaching and formats which allowed teachers to monitor progress (although sometimes children's ability to access this learning was not always easy). We also maintained regular contact with pupil premium children and provided facilities to access learning for those that couldn't. This period of closure did mean, unfortunately, that pupils could not access the full range of our pupil premium provision that would usually be on offer.

Measure	Score
Reading	Reading achieved mostly in line with national expectations although disadvantaged children reaching greater depth compared to others in their cohort and setting was slightly lower.
Writing	Writing achieved mostly in line with national expectations although disadvantaged children reaching expected compared to others in their cohort and setting was slightly lower.
Maths	Maths achieved mostly in line with national expectations although disadvantaged children reaching greater depth compared to others in their cohort and setting was slightly lower.

Percentages of disadvantaged children achieving expected or above expected standard (it is important to note the context of these scores from a severely disrupted year)

Measure	% achieving below	% achieving expected	% achieving Greater depth
Reading	24%	63%	13%
Writing	24%	63%	13%
Maths	12%	75%	13%
Combined	24%	63%	13%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

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.