

Christ Church Upper Armley CE Primary School

Pupil Premium Strategy Statement

2022-23



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Upper Armley
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	45.74%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	S. Collier
Pupil premium lead	A. Green
Governor / Trustee lead	S. Coltman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,600
Recovery premium funding allocation this academic year	£11,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£119,200

Part A: Pupil premium strategy plan

Statement of intent

At Christ Church Upper we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

We will through high-quality teaching, remove barriers to learning created by poverty and family circumstance. With our rigorous approach to assessment, we will narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts within school. Using our forensic approach to teaching reading, we will ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum. Using approaches from our Voice 21 Oracy project and the NELI intervention children will develop confidence in their ability to communicate effectively in a wide range of contexts. Through targeted support and delivery of our PHSE curriculum we will enable pupils to look after their social and emotional wellbeing and to develop resilience. We will provide financial support and resources so that all children can access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:3 tuition
- Target funding to ensure that all pupils have access to trips, visits and first hand learning experiences
- Reduce teaching group sizes in Upper KS2 allowing for highly focused, targeted teaching

- Provide staff members to support vulnerable children and families with attendance
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom
- Provide children with the appropriate equipment to access learning e.g. P.E kit, school uniform, coats, footwear, swimming kits.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication – on entry to reception many of our pupils have poor spoken language skills. This has been exacerbated through COVID lockdown as many did not access FS1 provision. An increasing number of our pupils who join the school in KS2 speak English as an additional language and require extra support to ensure they can access the curriculum.
2	Gaps in reading – COVID lockdown over 18 months impacted on two academic years and therefore children missed key skill acquisition. This is particularly evident in Year 1 and Year 2. Highly focused CPD and the consistent use of a forensic approach to teaching reading will ensure quality first teaching will address gaps. The introduction of 'Little Wandle - Letters and Sounds Revised' a systematic synthetic phonics programme (SSP) will provide a complete teaching programme meeting all the expectations of the National Curriculum
3	Gaps in writing – COVID lockdown over 18 months impacted on two academic years and therefore children missed key skill acquisition. In KS2 children have missed opportunities to develop the skills of improving and editing longer pieces of writing, which was difficult for parents to support through home learning. Highly focused CPD using the phased approach to teaching writing and the support of 'Opening Doors' high quality model texts will ensure gaps are closed through quality first teaching.
4	Gaps in maths – COVID lockdown over 18 months impacted on two academic years and therefore children missed key skill acquisition. This is particularly evident in Year 1 and Year 2. A deeper understanding of number has not been developed with all children and the use a mastery approach, through our engagement with 'White Rose Maths Mastery

	Project' and the use of targeted subtitising interventions will help to secure this.
5	Access to wider opportunities – some parents struggle financially to provide resources and opportunities to attend trips and visits. The COVID crisis has meant that some families may be experiencing an increased financial struggle and we will therefore provide resources so that no child misses out.
6	Social, emotional and mental health – discussions with pupils and families evidences the negative impact that COVID and ensuing lockdowns have had on their mental health. Key members of the inclusion team will offer support through interventions such as Thrive and collaborative cross-agency work. Spaces for quiet reflection will be developed around school.
7	Attendance and punctuality – school attendance data shows that the attendance of PP children is lower than that of non-disadvantaged pupils. This is particularly noticeable with persistent absence. The inclusion team will support families to ensure attendance improves through meetings, regular phone calls, home visits, cluster support and 97%+ awards and prizes.

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
Oracy – Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Children can clearly articulate their learning and are confident communicators by end of KS2 as evidenced by pupil voice.
Reading, writing and maths – Improved reading attainment among disadvantaged pupils at the end of KS2 Improved maths attainment for disadvantaged pupils at the end of KS2. Improved writing attainment for disadvantaged pupils at the end of KS2.	Progress in line or exceeding expectations in all three subjects by end of KS2 based on FFT50 targets by 2023. KS2 reading outcomes in 2023 show that disadvantaged pupils met their FFT 50 target. KS2 maths outcomes in 2023 show that more than disadvantaged pupils met their FFT 50 target. Teacher assessment in writing in 2023 shows that disadvantaged pupils met their FFT 50 target.

	<p>Children have aspirations and are ready to engage well in the next stage of their education.</p> <p>education.</p> <p>Monitoring through triangulation of book looks, learning walks and pupil voice.</p>
<p>Phonics –</p> <p>Improved reading attainment among disadvantaged pupils.</p>	<p>90%+ pass phonic screening check by end of KS1 2023 for all pupils.</p> <p>Children are reading fluently, have a deep rooted love of reading and are appropriately skilled to engage with academic texts in KS3.</p>
<p>Wellbeing –</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils, experiencing a minimum of one extra-curricular activity
<p>Attendance –</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>In line with current national.</p> <p>Children attend school on time, well equipped and ready to learn.</p> <p>Children are happy to attend school and feel included in all aspects of the curriculum.</p> <p>Views ascertained through pupil voice as well as data analysis.</p> <p>Attendance by the end of 2023 to be at higher levels than the same time in 2022 for pupil premium. For all pupils it will be in line with 94% Trust target.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 13% (national average Autumn 20-21) and the figure among disadvantaged pupils being no more than 3% higher than their peers.

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: £94,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bob Cox Writing CPD, using heritage texts as models for whole class teaching, using 'opening doors' techniques .	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Purposeful activities include:</p> <ul style="list-style-type: none">• reading books aloud and discussing them;• activities that extend pupils' expressive and receptive vocabulary;• collaborative learning activities where pupils can share their thought processes;• structured questioning to develop reading comprehension;• teachers modelling inference-making by thinking aloud; and• pupils articulating their ideas verbally before they start writing. <p>Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. For example, pupils' planning could be improved by teaching the strategies of goal setting and activating prior knowledge. The 'opening doors' approach identifies and supports the teaching of effective writing strategies.</p>	1, 2
Voice 21 Oracy CPD, using strategies to develop the spoken language	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early</p>	1, 2

of pupils across school.	<p>language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Evidence from the Oracy All Party Parliamentary Group for Change (Oracy APPG)</p> <p>https://oracy.inparliament.uk/speak-for-change-inquiry highlighted compelling evidence of the educational benefits of effective and purposeful talk at every stage of schooling and how a greater focus on oral language improves outcomes for the most disadvantaged students. Evidence shows that engaging in high quality oracy practices during lessons:</p> <ul style="list-style-type: none"> • can improve academic attainment • underpins literacy and vocabulary acquisition • supports wellbeing and confidence • improves life chances by providing access to employment due to better academic outcomes and greater self-confidence 	
NELI intervention to support early language acquisition in EYFS	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p>	1, 2
Maths Mastery Project / CPD	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>The impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year.</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF Maths EY KS1 Guidance Report.pdf?v=1635355217</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	1, 2

	<p>Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	
Spot on with Number intervention KS1 and LKS2	<p>Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>Using this intervention in Summer 2021 led to these outcomes:</p> <p>J - 25 months gain S - 23 months gain F - 14 months gain I - 16 months gain</p>	1, 2
Inclusion team to support vulnerable families to ensure attendance at school	<p>Improving School Attendance</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF Guidance</p>	
Reading support / volunteers CPD	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts and therefore extra reading support will develop both fluency and comprehension of texts.</p>	1, 2

Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £4,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:2 tutoring maths aspiration focus Y6. Engaging with an experienced tutor to provide a blend of tuition and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition Toolkit Strand Education Endowment Foundation EEF 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

disadvantaged , including those who are high attainers.		
Academic Mentor	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition Toolkit Strand Education Endowment Foundation EEF 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

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

Budgeted cost: £20,199

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy rewards, meeting time and CPD	Improving School Attendance The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF Guidance	4, 5
Ensure children are fully prepared for learning e.g. purchase of clothing, coats, PE kits and breakfast club	https://www.actionforchildren.org.uk/blog/the-untold-truth-about-school-uniforms/ https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer With 4.3 million children living in poverty in the UK, one in five are living in households for whom buying food and other essentials is a constant struggle. As a result, we see children sent to school in unclean and uncomfortable uniforms, or clothes that aren't uniform at all. These young people face being left out, feeling embarrassed, or being disciplined through no fault of their own.	2, 3, 5

Ensure all children can experience trips, visits and experiences by making financial contributions	https://www.tes.com/news/what-does-ofsted-mean-cultural-capital Access to economic and social capital allows greater access to cultural capital and Bourdieu (1973) observed that, as a side effect, cultural capital is often linked to social class and as a result reinforces social divisions, hierarchies of power and inequality within society.	3, 4, 5
Thrive intervention will be run by members of the intervention team	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015) https://www.thriveapproach.com/about-thrive/impact-of-thrive/	4
Investment in wellbeing spaces including the Sanctuary and the Spiritual Garden so that children have space and opportunity to reflect on their own emotions and responses to others.	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life. Planning time for reflection will allow children to develop the skills of: Identifying emotions Accurate self-perception Recognising strengths Self-confidence Self-efficacy	4

Total budgeted cost: £119,200

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.

During 2021- 2022 our assessments and observations indicated that pupil and parent wellbeing and mental health were significantly impacted, primarily due to COVID-19 related issues. The impact was particularly acute for our vulnerable learners – including our disadvantaged children. We used pupil premium funding to provide wellbeing support for our young people, targeted interventions and set up a nurture provision in consultation with external agencies (Mind Mate and Cluster support). Pupil and parent voice stated that children were very happy coming to school and that they felt very safe at all times.

Over 50% of pupils who attended after school clubs were pupil premium for all activities. All children attended school trips and experiences. Those children who chose to attend the December 2022 residential who are vulnerable have had payments made towards the cost by school, or had this fully paid for. Clothing was purchased for those that needed this, including sensible winter coats for Autumn 2022.

Maths interventions were impactful for pupil premium children – 5/6 pupils who worked 1:1 were at expected by the end of KS2, with over half of that number gaining greater depth. 12 children were supported by Tutor Trust in maths and 8 were at age related by the end of KS2, with just over half of them achieving greater depth.

All children who took part in the NELI language intervention – which included our most vulnerable – made a minimum of 12 months progress in language age, with the majority making 2 years progress.

The introduction of Little Wandle has had a positive impact on outcome for all in phonics. 74% attained the appropriate mark in their phonic screening, despite large absences in EYFS due to COVID lockdowns. The intervention quickly identifies the gaps in children's learning and provides specific interventions to be utilised over a short period of time. This has ensured progress for all.

Attendance continues to be an ongoing challenge across school. This is led by a member of SLT who has forensic knowledge of the needs of each family that struggles to attend well. Mind Mate and Cluster support are directed at these

families along with the use of the Trust and school policies. Rewards are targeted at supporting vulnerable families, including vouchers for food and gifts.

End of KS2 progress for all was good – M+0.9, R+0.3, W+1.7.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

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

Further information (optional)