

Pupil Premium & Recovery 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	Christ Church CE Primary School
Number of pupils in school	229 (incl. 30 Nursery)
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022 – Year 1 Review
Statement authorised by	Chair of Governors Michael Sellors
Pupil premium lead	Wendy McCormack Executive Headteacher
Governor / Trustee lead	David Nightingale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,599
Recovery premium funding allocation this academic year	£11,600
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£126,199

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium At Christ Church CE Primary School

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The objectives for our disadvantage pupils:

- All children can communicate effectively and have the speaking and listening skills achieve in all areas of the curriculum.
- Progress by the end of each key stage is equitable for all children.
- All children are able to regulate their behaviours so that disruption to learning is minimal.
- All children have a wide range of experiences and opportunities to develop cultural capital.
- All children are meeting our attendance target of 96%.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

High-quality 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.

Challenges

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

Challenge number	Detail of challenge
1	Over 50% of children in socially deprived areas may start school with impoverished speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Internal and external (where available) assessments indicate that attainment in reading, writing and mathematics in KS1 among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Internal and external (where available) assessments indicate that attainment in reading, writing, mathematics and GPS in KS2 is too low.
6	To address issues associated with mental health and disadvantage . Our assessments (including wellbeing survey and pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to self-esteem, and a lack of enrichment opportunities as well as first hand experiences during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils. 7% of disadvantaged pupils have been 'persistently absent' compared to 0% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved speech, language and communication skills 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.
To increase articulation and reasoning throughout school for all pupils through the use of critical thinking and vocabulary across the curriculum where the confidence levels of children in public speaking is increased.	Pupil talk is a high priority in all lessons and pupil feedback reflects positive engagement and enjoyment in all learning. Opportunities to develop an understanding of and to use high quality vocabulary is evident in all subjects. Feedback and questioning is used effectively in all subjects to provide challenge and deepen thinking.
Improved phonic attainment for disadvantaged pupils at the end of Year 1 and ensure gap is closed by end of Year 2 so as not to negatively impact on development as readers.	Parents/Carers will feel fully supported during their child's early reading journey from EYFS to Y1. All applicable staff members will teach RWI to a consistent high standard. Parents will be provided with home learning resources to develop Phonics. Pupils will be able to decode in line with their Year group expectations. Consistency in books is evident across all subjects in all year groups. KS2 reading outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.
To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics.	KS1 reading, writing and maths outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.
To raise the attainment and progress of all pupils, disadvantaged and non-disadvantaged in reading, writing, mathematics and GPS by the end of KS2 at both the 'expected' standard and 'greater depth'.	KS2 reading, writing, GPS and maths outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.
To address children's emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years.	Boxall assess all pupils to accurately target and provide emotional and therapeutic support to identified pupils and families of target PPG. Pupil voice shows that pupils are happy to attend school, feel safe and ready to learn.



	<p>Pupils are able to achieve their potential as they are ready to learn.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</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 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 8%. <p>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p>
<p>* This will be updated when we have accurate assessment information for disadvantage and non-disadvantage.</p>	

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3,4,5
<p>Embedding talk activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,6
<p>Continue to embed RWI to secure stronger phonics teaching for all pupils. This includes release time for the reading leads to quality assure and access consultancy support.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4
<p>Develop a consistent approach to assessment from Y1 – 6, ensuring this is progressive from EY to KS1.</p>	<p>These frameworks are only used to make a teacher assessment at the end of the key stage. To track progress, PiXL is used three times a year.</p> <p>https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1</p>	1,2,3,4,5



<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher re-lease time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Employ additional teachers to deliver the School-led tutoring programme including:</p> <ul style="list-style-type: none"> • Phonics in KS1 • English and Maths in KS2 	<p>Tutoring will be 121 or small group based and be planned taking into account the characteristics associated with positive outcomes listed in the DfE Guidance document:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led Tutoring Guidance.pdf</p>	3,4,5
<p>Improve the emotional well-being of children to ensure that they are ready to learn.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6,7

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use the WellComm assessment tool to:</p> <ul style="list-style-type: none"> enable teachers to quickly screen children's speech and language skills, and then to provide immediate targeted support where it is needed; use Wellcomm resources so that practitioners can also enhance the skills of those children whose speech is developing along normal lines. provides Group Reports for comparative purposes and also individual reports to support tailored interventions. <p>Blank Level TALC assessments to track progress in understanding and speaking.</p>	<p>Social disadvantage and Social mobility</p> <p>Over 50% of children in socially deprived areas may start school with impoverished speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three.</p> <p>https://www.gal-assessment.co.uk/assessments/products/wellcomm/</p> <p>In England, almost one child in four (23%) does not meet the expected level of language development by the age of five. Children living in poverty face a much greater risk of falling behind – one in three (35%) does not have the language skills expected of a five-year-old.</p> <p>Use TALC = Test of Abstract Language. Comprehension (Elklan) based on the Language of Learning Model proposed by Blank, Rose and Berlin (1978).</p> <p>https://www.research.manchester.ac.uk/portal/files/</p>	<p>1,2,3,4</p>
<p>To embed P4C in every classroom with expectations for once a week, with flexibility within the weekly timetable.</p>	<p>We have known for a long time that talk is essential to children's thinking and learning, and to the productive engagement in classroom life, especially in the early and primary years. We now have additional evidence, from over 20 major international studies, that high quality classroom talk raises standards in the core</p>	<p>1,2,3,4,5</p>



<p>To improve the public speaking skills and confidence of all children.</p>	<p>subjects as typically measured in national and international tests. <i>Robin Alexander – letter to the Secretary of State 30 September 2011</i></p> <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>To ensure high quality consistent phonics teaching/intervention throughout the KS1.</p> <p>To ensure the application of phonics is well embedded in Reading.</p> <p>To track the attainment of pupils in Years 1 and 2 to ensure that the majority pass the phonics screening check.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4
<p>Additional English and maths sessions targeted at disadvantaged pupils who require further support. These are to take place in addition to timetabled lessons.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4



be disadvantaged, including those who are high attainers.		
---	--	--

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional pastoral support across KS1 and KS2 to deliver bespoke interventions in building emotional resilience and readiness for learning.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,3,4,5
Therapeutic interventions in place including: Art Engagement; Social Skills; Play Therapy including Lego Therapy; Anger Management and Emotional Regulation. Commissioned multi-agency support including the Education and Welfare Service.	Over 1 million children in the UK have a mental health problem. Nearly half of young people with mental health problems drop out of full time education by age 15. Over 90% of young offenders had a mental health problem in childhood. 1 in 6 adults have a mental health problem. The World Health Organisation predicted that depression will be the 2nd largest killer of all parents by 2020.	1,2,6,7
Half termly experiential learning for all pupils.	Experiential learning has the powerful potential to support motivation for learning. Experiential learning presents learning opportunities that focus on material and skills that are relevant to children's lives, which has a positive impact on their motivation to learn. https://www.citb.co.uk/media/u0bepbq/best-practice-in-experiential-learning-final.pdf	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4, 5



<p>implement new procedures and appointing attendance/support officers to improve attendance. Also the purchase of a SLA with Education Welfare Officer.</p>		
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £130,000

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.

1. To raise the attainment of the PPG in CLL in the EY. This will be measured each term by the school's EY tracking system and by the speech & language team's assessments:

SALT assessments with Year 1 undertaken in Sept by SLT. Pupils were not screened in July 2020 due to school closures. JBD worked with the Year 1 children at Blank Level 2 and 3: 1 x weekly to try and progress them. All children have predominately been accessing 'Blank level questions in continuous provision' as suggest by SALT in their report. SALT assessments with Reception undertaken in October/Nov by SLT and children grouped accordingly and regular sessions delivered by LSA 3 and AW, whilst she was non class based in Summer Term. Reassessment happened in July for end of Year data, awaiting report from SLT. Blank Level approaches used throughout EYFS alongside P4C and Talk strategies to up-level language skills. WELLCOMM assessments undertaken in Nursery in October, and pupils reassessed in December and June. Groups delivered regularly by LSA 3. NELI Project joined and 1 LSA trained. Some inconsistency due to national lockdown (Jan- March 2021) and bubble closures/staffing absence. Plan in place to continue next year.

2. To close the gaps between boys and girls in all areas in Reception:

Developing TALK promises has enabled children to explore strategies to communicate within the classroom. Developing language through use of newly-implemented 'Word Wizard' to promote higher level vocabulary through to Year 1. Communication with parents' open and honest conversations regarding child's strengths and areas to develop. Continuing to promote language around behaviour through P4C, staff models and praise. Summer data shows that 14/29 = 48% Reception children have achieved the expected level in the GLD areas of learning.

3. To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics:

Class teachers keep a daily running record of daily reading. Even during school closure. Furthermore, teachers can discuss this with parents and through welfare calls. The use of PiXL style reading comprehensions used in Y2 has given children a varied amount of question styles which has had a positive impact when children complete reading assessments. Year 1 use the PiXL interview questions to help teacher assessment and to prepare the children for reading assessments in Year 2. Children are much more comfortable as they have seen the style of questions before. Oxford Reading and RWI reading materials provided during school closure for Year 1 and Year 2 children. Teachers could monitor this and speak to parents via welfare calls and See-saw. Year 1 moved to a continuous provision approach to learning. This has allowed those children that were working on the EYFS curriculum time to develop specific areas before moving onto the Year 1 curriculum. Novel based approach has enabled children from Y1-6 to develop their GPS and reading skills as well as provide an extensive range of writing opportunities across the year groups. This continued through home learning. Vocabulary starters and rainbow challenged have been added to the start of each lesson in Year 1 to aid the novel based approach. This explains the meaning behind words which may need some clarity. Daily Maths Fluency Lesson were added to the timetable for Year 1 and 2 to ensure that subject knowledge of number

bonds is strong and will be a good foundation for progress throughout the following years. Ensuring that children have a firm understanding of mathematical methods (e.g. the use of tens frames and part part whole) used to show reasoning in their Maths Journal. Using a Maths problem to start a lesson which encourages discussion and reasoning amongst peers. Then using quality first teaching to explore all methods of how the problem can be solved.

4. To increase articulation and reasoning throughout school for all pupils through the use of critical thinking and vocabulary across the curriculum where the confidence levels of children in public speaking is increased.

Talk promises on display in class and referred to in all lessons. Pupils in Year 6 recorded a vlog on Seesaw of themselves reviewing books they had read. Pupil talk prompts used in lessons to support pupil's learning and to consolidate talk strategies. Less teacher talk is evident during lesson observations giving pupils opportunity to speak in class and talk in pairs/groups to rationalise and share their ideas. All new staff attend training with Topsy Page to ensure a consistent approach with talk strategies. Talk/P4C refresher staff training each year for teachers and LSA's. P4C lessons fully embedded in all classes across the Partnership. Regular P4C lessons ensure there is opportunity to develop deeper level questioning, reasoning and critical thinking. Increased use of ambitious vocabulary. Audibility has been a focus in class and pupils encourage their peers to speak louder if they struggle to hear them. Year 4 in particular have worked on audibility in class during their Shakespeare drama sessions.

5. To Increase the percentage of parents/carers involved in school life and their children's learning:

In usual circumstances every child new to the school would be offered an induction meeting and a home visit. However due to COVID measures all new pupils to the school since March 2020 have been given a zoom induction meeting and the CFO has met the family on the child's first day to show them entrances and exits etc. All of the same questions are asked and the CFO always checks that the family are in adequate housing and are getting all of the benefits they are entitled to. Previous schools are always contacted for information such as safeguarding, attendance and attainment. Staff are awaiting guidance from the government on COVID restrictions being lifted. If restrictions aren't lifted then door step visits are being considered for new Nursery and Reception children for September. Most PVI's have now been contacted through telephone consultations with the key worker of that child. COVID safe Stay and Play sessions were held outdoors in EYFS and remain a great indicator and information finding opportunity for all. This ensures a smooth transition from previous settings and from home to the school environment. Learner Review days have continued throughout 20/21 to ensure all parents had the opportunity to liaise with staff and discuss progress, next steps and outcomes for all children. These were done by telephone. We had 89% PPG attendance at the most recent Learner Review Day (whole school). Online learning throughout the school is on Tapestry and Seesaw. Daily stories and Literacy, Maths and Creative Challenges are shared via online platforms. Parents engage well. Telephone consultations were held for parents/carers who asked for assistance with the online learning platform. Due to COVID restrictions the REAL project did not go ahead in 20/21.

6. First Hand Experiences - to broaden experiences of writing within a wider context:

The impact of the pandemic has meant that most normal routines and practices have been unable to take place. Despite this, the English team have worked alongside staff and pupils to create & design an effective & purposeful recovery curriculum. Alongside quality first teaching, teachers and LSA's have had training in P4C and Talk with Topsy Page, and Handwriting with



Martin Harvey. The English team have also delivered INSETs and Staff Meetings to discuss writing using a novel based approach and what strategies can be used to support SEND pupils. A SEND resource folder is on the iDrive and these resources are being used in most classes. Vocabulary has been an area of priority this year and this was monitored through environment walk rounds and learning walks by SLT. Guided reading has also been re-introduced this year for pupils working below ARE. We have also invested in Tutor Trust for pupils in Y5 and Y6 (Reading & Maths). Data in Y6 shows that 4/5 (80%) of Tutor Trust pupils have made progress. Teachers have used QLA's within PIXL to identify key gaps in reading which has been identified within our Achievement for All meetings.

7. To address children's emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years:

Pre Lockdown: PPG attendance Sept 20 – Dec 21 prior to Lockdown 2021 (94.2%). Every child's attendance was tracked. The EWO worked closely with the CFO to support families and put plans into place to improve children's attendance through letters and attendance meetings – virtual/doorstep. During this period schools were not allowed to submit Fixed Penalty Notice Referrals unless for unauthorised holidays. The CFO and EWO worked hard to encourage families to bring their children into school. Place2Be ran at a slightly reduced capacity as counsellors were only able to see two children instead of three due to the need for cleaning equipment in between sessions. However, the School Project Manager supported by seeing children that needed this therapeutic input, meaning that all referred children were seen. Due to the disruption in 19/20, during 20/21 Youth Service Manager Ant Lord continued delivering Second Step to our year 6 class which is a programme which aims to build resilience in children and support transition to high school.

Post Lockdown: PPG attendance for academic March to date 21 (93.4%). Place2Be continued to see children during lockdown as the majority were attending school as key worker/vulnerable children. The School Project Manager made weekly phone calls to parents. Updates were provided to the CFO via CPOMS. The Place4Parents Counsellor remained in contact with the parents she was supporting throughout lockdown. The CAMHS IReach practitioner worked with 2 children to support children's mental health, anxieties and behaviour. Rebecca continued this support throughout lockdown via virtual sessions and post lockdown on school site.

The Education Welfare Officer supported the Children and Families Officer throughout lockdown with meetings and visits. Although Fixed Penalty Notices couldn't be issued (with the exception of holidays) the EWO did take 3 families (6 children) through the Fast Track to Court process. This work is still ongoing. The Children and Families Officer carried out regular doorstep visits to families needing extra support or where concerns had been raised by teaching staff during their welfare calls/live Zoom lessons.

8. To enable students to access high quality small group tuition to help improve the maths & reading attainment of Year 5 & 6 pupils who are working below age-expected levels (80% of who are PPG) thereby supporting them to fulfil their potential:

Tutor Trust Tuition Sessions - 24 pupils from Year 5 and 6 were identified to receive 15 sessions of catch-up tuition delivered by Tutor Trust. The impact of the pandemic has meant that the Tutor Trust Programme has not been delivered in the way in which it normally would have, e.g. bubble closures, self-isolations, school closures etc. Therefore, the sessions were staggered across the year and not week on week building on the previous weeks learning. Despite this, the Tutors communicated well with teachers, working alongside them to create bespoke lessons

which catered to their gaps in learning. Below shows data of which pupils have made progress. Out of all 24 pupils, exactly 50% have made progress and equally, 50% of DA pupils have made progress.

	Reading (DA Pupils)	Maths (DA Pupils)
Year 5	3/6 = 50% (1/3 = 33%)	1/6 = 17% (1/3 = 33%)
Year 6	4/6 = 67% (1/2 = 50%)	4/6 = 67% (3/4 = 75%)
Total	7/12 = 58% (2/5 = 40%)	5/12 = 42% (4/7 = 57%)

NELI - Due to the lockdown the start date of delivery of this was delayed and therefore the programme will need to continue into Y1. (This is the picture Nationally) Part 1 has been completed (10 weeks) and part 2 (further 10 weeks) will take place when the children start in Y1. 4 children were identified after screening to be recipients of the programme. Of these 4 pupils, 4/4 of them at the end of Reception year are assessed as Emerging the expected level for Reading and Communication & Language. They have all made progress within the Reception attainment band. The LSA who delivers NELI has completed training for Part 1 of the programme and is attending training for part 2. She will continue to work with these children into Y1 and assess at the end of the full programme. The programme will be used for the next academic year for new Reception children (2021/22) where children will be screened, identified and hopefully the programme will run uninterrupted unlike this year where restrictions that Lockdown/school closures have had have affected the impact and frequency of delivery of the programme.

Additional EYFS teacher - The additional teacher has allowed smaller working group sizes and the opportunity for more 1:1 teaching and support for children. The time taken for the NELI to be delivered has meant that the Reception LSA who delivers this has had reduced time to support the whole class during this time, Therefore, the additional adult has enabled the whole class to still receive support in focused literacy activities and in continuous provision. The number of children who have therefore achieved the expected level are (48% C&L) and (Literacy - 41% - comprehension; 34% - word reading; 34% - writing.)

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
Journey Of Hope	Place2Be
Children's' Shakespeare Project	North West Drama
Speech Bubbles	North West Drama

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. These include:
 - Chess
 - Sports (both key stages)
 - Dance
 - Cooking

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.