

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	Christ Church C of E School
Number of pupils in school	2021 - 377 2022 - 370
Proportion (%) of pupil premium eligible pupils	18% (67 pupils) 2022 – 18% (66 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2024 <i>(The aims cover 3 years but we have focused on funding overview for one year)</i>
Date this statement was published	November 2021 Updated November 2022
Date on which it will be reviewed	July 2024 (spend July 2022)
Statement authorised by	Mrs Amanda Donelan
Pupil premium lead	Mrs Louise Grant-Jones
Governor / Trustee lead	Steve Singleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021 - £104,080 2022 - £124,781
Recovery premium funding allocation this academic year	2021 - £11,020 2022 -£13,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 2022 - £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	2021 - £115,100 2022 -£138,121

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged pupils at Christ Church

- For disadvantaged pupils at Christ Church, by the end of the strategy, to meet or exceed national expected progress so that they can attain at least age related expectation at the end of year 6, closing the attainment gap, whilst also leaving Christ Church secondary ready.
- To continue to narrow the gap between disadvantaged pupils and non-disadvantaged pupils, bringing them broadly in line over the next three years
- To continue to reduce the amount of disadvantaged pupils who are persistent absentees and improve disadvantaged pupils punctuality
- To enable early identification of barriers to learning with carefully chosen interventions to reduce these barriers
- To improve reciprocity between reading and writing, improving reading and writing outcomes for disadvantaged pupils
- Disadvantaged pupils will have opportunities to learn outside the classroom
- Disadvantaged pupils will have opportunities in school to look after their well-being including high quality PE and art session delivered by specialist teachers, stretch and reflect sessions, and regular PSHE sessions (interventions where needed)

Current pupil premium strategy achievement

- Teachers provide carefully planned, high quality lessons for all pupils
- Interventions take place with targeted disadvantaged children who have been identified with a barrier to their learning
- Each year group has access to a TA, enabling smaller groups to be taught according to the need of cohorts
- Educational and residential visits are subsidised for disadvantaged pupils
- Technology is available to support disadvantaged pupils who may be learning at home due to COVID
- Funded speech and language therapist, the ADHD foundation and an educational psychologist for early intervention and to support for teachers, pupils and parents
- Specialist teachers for PE, music/computing and art enrich the curriculum and support pupil wellbeing
- We have a 0.6 non-teaching SENCO to support early intervention
- Our child and family mentor supports children and families with difficulties with mental health, attendance anxiety and bereavement

Key principles for our strategy plan

At Christ Church, we believe that no child should be disadvantaged by their circumstances. We are aware that the gap between disadvantaged and non-disadvantaged pupils is narrowing, however we recognise that this is not significant enough yet. We value the importance of early intervention and supporting our disadvantaged pupils in developing their well-being, which will enable them to be the best they can be. Our strategy is matched to the needs of the children and the barriers that they may have. We ensure that our funding is allocated to address the needs of our disadvantaged pupils and that the Recovery Funding is used to fill gaps and catch up on learning missed due to COVID.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality is a challenge for our disadvantaged pupils
2	Mental health and low self-esteem is a challenge for our disadvantaged pupils
3	Disadvantaged pupils have difficulties in spoken language skills and there is a lack of reciprocity between spoken language into vocabulary acquisition in their writing
4	The attainment gap is not narrowing enough between disadvantaged and non-disadvantaged.
5	Disadvantaged pupils are finding it difficult to have the stamina to write at length
6	Disadvantaged pupils are unable to independently interpret a mathematical problem
7	Disadvantaged pupils struggle with phonics skills at KS1 which develop into spelling difficulties at KS2

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
To improve attendance and punctuality for our disadvantaged pupils	Attendance and punctuality will be monitored more closely for the disadvantaged pupil group and will improve so that it is in line with

	non-disadvantaged pupils and above 92% (2022) 93.5% (2023) and 95% (2024)
To improve mental health and wellbeing for disadvantaged pupils	Focus will be on decreasing pupil anxieties and support to develop social skills and emotional resilience after lockdowns. 100% of disadvantaged pupils will have support with this and 100% will show improvement by the end of the strategy.
To improve speech and language for disadvantaged pupils	Disadvantaged pupils will have support in class or from our independent therapist. 100% of disadvantaged pupils will have improved speech and language with writing attainment at least in line with National average at KS1 and KS2 by the end of the strategy.
To diminish the difference in attainment between disadvantaged and non-disadvantaged pupils	The attainment gap between disadvantaged children and non-disadvantaged children will decrease. At least 95% of disadvantaged children, who are not SEND, will make progress (2022), good progress (2023) and accelerated (2024) progress in reading, writing and maths Interventions will be carefully planned and meet the needs in order to overcome barriers for learning Additional funding will be used well to ensure that it directly impacts on outcomes for children.
To improve the ability to write with stamina for disadvantaged pupils	At least 70% (2022), 80% (2023) and 95% (2024) of disadvantaged pupils will develop the skills to write with stamina, writing more detailed and lengthy pieces of writing and will achieve their writing target.
To enable disadvantaged pupils to interpret mathematical problems independently	At least 70% (2022), 80% (2023) and 95% (2024) of disadvantaged pupils will develop their skills to interpret mathematical questions, select calculation / operation independently and confidently apply to solve the problem.
To narrow the gap between disadvantaged pupils and non-disadvantaged pupils in phonics at KS1 and spelling at KS2	The gap will narrow between disadvantaged and non-disadvantaged pupils in phonics at KS1 and spelling at KS2. 70% (2022), 77% (2023) and 85% (2024) of disadvantaged pupils at KS1 will pass phonics screen and 70% (2022), 77% (2023) and 85% (2024) of disadvantaged pupils at KS2 will make accelerated progress in spelling.

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: £55,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHT role to improve focus on raising attainment for PP children by monitoring PP provision, attendance whilst coaching and supporting staff.	EEF - Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.	1,3,4,5,6, 7
Retention of our non-teaching SENCO on early identification/ intervention Liaison with EP, ADHD foundation and SALT to ensure correct children are having support	EEF - Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.	3,4,5,6,7
Recruitment of FS2/Yr 1 TA for early intervention speech and language support	EEF – very high impact for very low cost based on extensive evidence. Oral language interventions (also known as speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.	3,4
Retention of independent SALT support for pupils, staff and parents	EEF – very high impact for very low cost based on extensive evidence. Oral language interventions (also known as speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.	3,4
Retention of independent Educational Psychologist	EEF - Building an ongoing, holistic understanding of pupils and their needs is intrinsically important for children to reach their potential. Schools should aim to understand individual pupil’s learning needs using the graduated approach of the ‘assess, plan, do, review’ approach.	4,5,6,7
Retention of independent support	EEF - Building an ongoing, holistic understanding of pupils and their needs is intrinsically important for children to reach their potential.	2,4,

from ADHD foundation	Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.	
Recruitment of Salt assistant	EEF – very high impact for very low cost based on extensive evidence. Oral language interventions (also known as speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.	3,4
Elklan training for 4 staff	EEF – very high impact for very low cost based on extensive evidence. Oral language interventions (also known as speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.	3,4

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

Budgeted cost: £58,828

Activity	Evidence that supports this approach	Challenge number(s) addressed
40% contribution to the recruitment of a school led tutor for year 5/6	EEF –Moderate impact for low cost base on moderate evidence Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	2,4,7
40% contribution to the recruitment of a school led tutor for year 3/4	EEF –Moderate impact for low cost base on moderate evidence Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	2,4,7

<p>40% contribution to the recruitment of a school led tutor for Yrs 1/2</p>	<p>EEF –Moderate impact for low cost base on moderate evidence</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>2,4,7</p>
<p>40% contribution to the recruitment of a school led tutor for year 1 phonics</p>	<p>EEF –Moderate impact for low cost base on moderate evidence</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>2,4,7</p>
<p>40% contribution to the recruitment of a school led tutor for year 4 writing/reading</p>	<p>EEF –Moderate impact for low cost base on moderate evidence</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>2,4,7</p>
<p>40% contribution to the recruitment of a school led tutor for year 5 writing</p>	<p>EEF –Moderate impact for low cost base on moderate evidence</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>2,4,7</p>
<p>40% contribution to the recruitment of a school led tutor for year 6 maths</p>	<p>EEF –Moderate impact for low cost base on moderate evidence</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>2,4,7</p>

<p>Targeted intervention (phonics and Oral language) for FS2 disadvantaged pupils</p>	<p>EEF – very high impact for very low cost based on extensive evidence. Oral language interventions (also known as speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>EEF – High impact for very low cost based on very extensive evidence</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns.</p>	<p>3,4,7</p>
<p>Targeted intervention for Yr 1,2,3,4,5 and 6 disadvantaged pupils</p>	<p>EEF –Moderate impact for moderate cost base on very moderate evidence</p> <p>Teaching assistants (also known as TAs, classroom support assistants or teachers’ aides) are adults who support teachers in the classroom. Teaching assistants’ duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support.</p>	<p>3,4,5,6,7</p>
<p>Bespoke reading intervention through accelerated reader plus reading books to implement the intervention</p>	<p>EEF – very high impact for very low cost based on extensive evidence. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of wither content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas or spoken expression.</p>	<p>4,7</p>

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

Budgeted cost: £25,303.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance interventions for pupils and parents	The EEF are currently undertaking a rapid evidence assessment on attendance interventions and programmes. The review aims to be the basis for a report that provides an overview of the effectiveness of interventions on school attendance behaviours and the characteristics of these interventions. When this report is finalised, we will look at the evidence and review our attendance support accordingly.	1
Wellbeing support for pupils and parents	<p>EEF –Moderate impact for low cost base on very limited evidence</p> <p>Social and emotional learning (SEL) interventions seek to provide pupils’ decision-making skills, interaction with others and their self-management of emotions , rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	2
Subsides for trip and experiences for disadvantaged pupils	<p>Outdoor Adventure Learning (+4 months – EEF Toolkit)</p> <p>Equity – Equalities act, entitlement for all</p> <p>Equity provides people with resources that fit their circumstances. The World Health Organization (WHO) definition of social equity is “the absence of avoidable or remediable differences among groups of people.” [5] Schools that prioritize equity versus equality are more in tune to their students’ needs and provide resources to overcome their specific challenges.</p>	2
Lunch time well being intervention for disadvantaged pupils	<p>EEF –Moderate impact for low cost base on very limited evidence</p> <p>Social and emotional learning (SEL) interventions seek to provide pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	1,2

Total budgeted cost: £139.839.45

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.

- **To improve attendance and punctuality for our disadvantaged pupils**

PP children's attendance for 2021-2022 was 90.4% (national was 91.8%), whereas non-PP children's attendance is 94.5%. PP attendance was affected by one pupil who was out of school awaiting a school transfer and another family of two pupils, one of which has an EHCP, where attendance has improved, however there remains significant challenges for the family; they are being supported by SENCO and Child and Family Mentor.

Overall attendance was 93.7% (in line with national at 93.8%) and persistent absenteeism is improving over time as shown below.

P.A.	Nov 2021	Mar 2022	July 2022
Total pupils	82	64	55
Percentage	21.4%	16.7%	14.3%

- **To improve mental health and wellbeing for disadvantaged pupils**

100% of pupils showed improvement over the course of the year in their mental health and well being. Well-planned intervention and support has meant that pupil anxieties have decreased and social skills and emotional resilience after have improved. The curriculum delivered at Christ Church is rich in wellbeing activities including forest school, stretch and reflect, peer massage and self-regulation and mental health covered within the PSHE curriculum. The ADHD foundation worked with 11 pupils enabling children and parents/carers to be better equipped with strategies for school and home, had an external professional to confide in and the sessions gave the children time to reflect on their therapy. All pupils made progress. CAMHS support worked with 5 pupils, again all pupils developed their strategies after being given the opportunity to share and be listened to. Parents were supported and given advice and course ideas.

Targeted support from the Child and Family Mentor has been invaluable, whether that be with Parents/Carers, teachers or children. The interventions have been carried out on a 1:1 or group basis using a range of resources e.g. CAMHS, ELSA and other mental health charities or organisation resources.

The Child and Family Mentor has devised an intervention to support children following the COVID pandemic and to build on resilience. The 'Rainbows Project' is a series of sessions carried out over 6 weeks and has been delivered with success and progress is evident in all pupils.

The Child and Family Mentor has run afterschool wellbeing clubs which aim to increase children's self-confidence, self-esteem and self-compassion by promoting their Personal, Social and Emotional skills whilst also enhancing Physical development.

Children benefit from whole school events such as World Mental Health day when they take part in activities with their teachers and peers.

- **To improve speech and language for disadvantaged pupils**

100% of pupils who have had speech and language support have improved and writing attainment is at 62.5% for KS1 with the national at 57% and 64% for KS2 with the national at 69%. 15 pupils have worked directly with our speech and language therapist, all showing improvements in speech sounds. Training and support has been given to teaching assistants to deliver interventions within the classroom setting and support and advice has been given to parents.

- **To diminish the difference in attainment between disadvantaged and non-disadvantaged pupils**

100% of disadvantaged pupils that are not SEND have made progress in reading, writing and maths. Interventions have been carefully planned and are bespoke to the needs of the children. Our Educational Psychologist has worked with 14 pupils to advise on the best way to support the pupil in their learning and behaviours at home and at school.

Rec - All Pupils (50 pupils)

50 pupils		Missing Assessment No. (%)	On Track or Higher	
Word Reading	No. (%)		Aut1 21-22	Sum2 21-22
Males	32 (64.0%)	4 (12.5%)	10.7%	57.1%
Females	18 (36.0%)	0 (0%)	38.9%	77.8%
Difference (change in difference):			28.2	20.7 (-7.5)
FSM	8 (16.0%)	0 (0%)	12.5%	50.0%
Not FSM	42 (84.0%)	4 (9.5%)	23.7%	68.4%
Difference (change in difference):			11.2	18.4 (7.2)

50 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Aut1 21-22	Sum2 21-22
Males	32 (64.0%)	3 (9.4%)	3.4%	58.6%
Females	18 (36.0%)	0 (0%)	22.2%	77.8%
Difference (change in difference):			18.8	19.2 (0.4)
FSM	8 (16.0%)	0 (0%)	12.5%	50.0%
Not FSM	42 (84.0%)	3 (7.1%)	10.3%	69.2%
Difference (change in difference):			2.2	19.2 (17.0)

50 pupils		Missing Assessment No. (%)	On Track or Higher	
Number	No. (%)		Aut1 21-22	Sum2 21-22
Males	32 (64.0%)	3 (9.4%)	20.7%	65.5%
Females	18 (36.0%)	0 (0%)	66.7%	77.8%
Difference (change in difference):			46.0	12.3 (-33.7)
FSM	8 (16.0%)	0 (0%)	12.5%	50.0%
Not FSM	42 (84.0%)	3 (7.1%)	43.6%	74.4%
Difference (change in difference):			31.1	24.4 (-6.7)

Y1 - All Pupils (57 pupils)

57 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Sum2 20-21	Sum2 21-22
Males	33 (57.9%)	1 (3.0%)	81.2%	62.5%
Females	24 (42.1%)	0 (0%)	91.7%	62.5%
Difference (change in difference):			10.5	0.0 (-10.5)
Pupil Premium	4 (7.0%)	0 (0%)	50.0%	50.0%
Not Pupil Premium	53 (93.0%)	1 (1.9%)	88.5%	63.5%
Difference (change in difference):			38.5	13.5 (-25.0)

57 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Sum2 20-21	Sum2 21-22
Males	33 (57.9%)	1 (3.0%)	71.9%	56.2%
Females	24 (42.1%)	0 (0%)	91.7%	70.8%
Difference (change in difference):			19.8	14.6 (-5.2)
Pupil Premium	4 (7.0%)	0 (0%)	50.0%	25.0%
Not Pupil Premium	53 (93.0%)	1 (1.9%)	82.7%	65.4%
Difference (change in difference):			32.7	40.4 (7.7)

57 pupils		Missing Assessment No. (%)	On Track or Higher	
Mathematics	No. (%)		Sum2 20-21	Sum2 21-22
Males	33 (57.9%)	1 (3.0%)	87.5%	68.8%
Females	24 (42.1%)	0 (0%)	91.7%	62.5%
Difference (change in difference):			4.2	6.3 (2.1)
Pupil Premium	4 (7.0%)	0 (0%)	75.0%	75.0%
Not Pupil Premium	53 (93.0%)	1 (1.9%)	90.4%	65.4%
Difference (change in difference):			15.4	9.6 (-5.8)

Y2 - All Pupils (56 pupils)

56 pupils		On Track or Higher	
Reading	No. (%)	Sum2 20-21	Sum2 21-22
Males	24 (42.9%)	62.5%	66.7%
Females	32 (57.1%)	62.5%	71.9%
Difference (change in difference):		0.0	5.2 (5.2)
Pupil Premium	11 (19.6%)	54.5%	72.7%
Not Pupil Premium	45 (80.4%)	64.4%	68.9%
Difference (change in difference):		9.9	3.8 (-6.1)

56 pupils		On Track or Higher	
Writing	No. (%)	Sum2 20-21	Sum2 21-22
Males	24 (42.9%)	54.2%	62.5%
Females	32 (57.1%)	56.2%	62.5%
Difference (change in difference):		2.0	0.0 (-2.0)
Pupil Premium	11 (19.6%)	36.4%	54.5%
Not Pupil Premium	45 (80.4%)	60.0%	64.4%
Difference (change in difference):		23.6	9.9 (-13.7)

56 pupils		On Track or Higher	
Mathematics	No. (%)	Sum2 20-21	Sum2 21-22
Males	24 (42.9%)	79.2%	87.5%
Females	32 (57.1%)	68.8%	65.6%
Difference (change in difference):		10.4	21.9 (11.5)
Pupil Premium	11 (19.6%)	63.6%	54.5%
Not Pupil Premium	45 (80.4%)	75.6%	80.0%
Difference (change in difference):		12.0	25.5 (13.5)

Y3 - All Pupils (60 pupils)

60 pupils		On Track or Higher	
Reading	No. (%)	Sum2 20-21	Sum2 21-22
Males	29 (48.3%)	79.3%	82.8%
Females	31 (51.7%)	58.1%	64.5%
Difference (change in difference):		21.2	18.3 (-2.9)
Pupil Premium	8 (13.3%)	50.0%	62.5%
Not Pupil Premium	52 (86.7%)	71.2%	75.0%
Difference (change in difference):		21.2	12.5 (-8.7)

60 pupils		On Track or Higher	
Writing	No. (%)	Sum2 20-21	Sum2 21-22
Males	29 (48.3%)	75.9%	75.9%
Females	31 (51.7%)	58.1%	58.1%
Difference (change in difference):		17.8	17.8 (0.0)
Pupil Premium	8 (13.3%)	50.0%	50.0%
Not Pupil Premium	52 (86.7%)	69.2%	69.2%
Difference (change in difference):		19.2	19.2 (0.0)

60 pupils		On Track or Higher	
Mathematics	No. (%)	Sum2 20-21	Sum2 21-22
Males	29 (48.3%)	75.9%	79.3%
Females	31 (51.7%)	58.1%	61.3%
Difference (change in difference):		17.8	18.0 (0.2)
Pupil Premium	8 (13.3%)	50.0%	50.0%
Not Pupil Premium	52 (86.7%)	69.2%	73.1%
Difference (change in difference):		19.2	23.1 (3.9)

Y4 - All Pupils (54 pupils)

54 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Sum2 20-21	Sum2 21-22
Males	28 (51.9%)	2 (7.1%)	65.4%	69.2%
Females	26 (48.1%)	0 (0%)	73.1%	73.1%
Difference (change in difference):			7.7	3.9 (-3.8)
Pupil Premium	12 (22.2%)	0 (0%)	75.0%	75.0%
Not Pupil Premium	42 (77.8%)	2 (4.8%)	67.5%	70.0%
Difference (change in difference):			7.5	5.0 (-2.5)

54 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Sum2 20-21	Sum2 21-22
Males	28 (51.9%)	2 (7.1%)	34.6%	57.7%
Females	26 (48.1%)	0 (0%)	61.5%	69.2%
Difference (change in difference):			26.9	11.5 (-15.4)
Pupil Premium	12 (22.2%)	0 (0%)	50.0%	50.0%
Not Pupil Premium	42 (77.8%)	2 (4.8%)	47.5%	67.5%
Difference (change in difference):			2.5	17.5 (15.0)

54 pupils		Missing Assessment No. (%)	On Track or Higher	
Mathematics	No. (%)		Sum2 20-21	Sum2 21-22
Males	28 (51.9%)	2 (7.1%)	50.0%	76.9%
Females	26 (48.1%)	0 (0%)	50.0%	61.5%
Difference (change in difference):			0.0	15.4 (15.4)
Pupil Premium	12 (22.2%)	0 (0%)	58.3%	66.7%
Not Pupil Premium	42 (77.8%)	2 (4.8%)	47.5%	70.0%
Difference (change in difference):			10.8	3.3 (-7.5)

Y5 - All Pupils (53 pupils)

53 pupils		On Track or Higher	
Reading	No. (%)	Sum2 20-21	Sum2 21-22
Males	29 (54.7%)	72.4%	72.4%
Females	24 (45.3%)	70.8%	79.2%
Difference (change in difference):		1.6	6.8 (5.2)
Pupil Premium	13 (24.5%)	53.8%	69.2%
Not Pupil Premium	40 (75.5%)	77.5%	77.5%
Difference (change in difference):		23.7	8.3 (-15.4)

53 pupils		On Track or Higher	
Writing	No. (%)	Sum2 20-21	Sum2 21-22
Males	29 (54.7%)	48.3%	55.2%
Females	24 (45.3%)	70.8%	70.8%
Difference (change in difference):		22.5	15.6 (-6.9)
Pupil Premium	13 (24.5%)	23.1%	30.8%
Not Pupil Premium	40 (75.5%)	70.0%	72.5%
Difference (change in difference):		46.9	41.7 (-5.2)

53 pupils		On Track or Higher	
Mathematics	No. (%)	Sum2 20-21	Sum2 21-22
Males	29 (54.7%)	72.4%	79.3%
Females	24 (45.3%)	66.7%	66.7%
Difference (change in difference):		5.7	12.6 (6.9)
Pupil Premium	13 (24.5%)	38.5%	53.8%
Not Pupil Premium	40 (75.5%)	80.0%	80.0%
Difference (change in difference):		41.5	26.2 (-15.3)

Y6 - All Pupils (53 pupils)

53 pupils		On Track or Higher	
Reading	No. (%)	Sum2 20-21	Sum2 21-22
Males	19 (35.8%)	63.2%	84.2%
Females	34 (64.2%)	73.5%	67.6%
Difference (change in difference):		10.3	16.6 (6.3)
Pupil Premium	18 (34.0%)	55.6%	66.7%
Not Pupil Premium	35 (66.0%)	77.1%	77.1%
Difference (change in difference):		21.5	10.4 (-11.1)

53 pupils		On Track or Higher	
Writing	No. (%)	Sum2 20-21	Sum2 21-22
Males	19 (35.8%)	47.4%	42.1%
Females	34 (64.2%)	70.6%	76.5%
Difference (change in difference):		23.2	34.4 (11.2)
Pupil Premium	18 (34.0%)	50.0%	44.4%
Not Pupil Premium	35 (66.0%)	68.6%	74.3%
Difference (change in difference):		18.6	29.9 (11.3)

53 pupils		On Track or Higher	
Mathematics	No. (%)	Sum2 20-21	Sum2 21-22
Males	19 (35.8%)	57.9%	57.9%
Females	34 (64.2%)	73.5%	67.6%
Difference (change in difference):		15.6	9.7 (-5.9)
Pupil Premium	18 (34.0%)	55.6%	55.6%
Not Pupil Premium	35 (66.0%)	74.3%	68.6%
Difference (change in difference):		18.7	13.0 (-5.7)

Diminishing the difference –

The difference has been diminished for many year groups overall, however disadvantaged writing needs to be a focus for our disadvantaged pupils as 4 out of 7 year groups have not diminished the writing gap compared to 2 out of 7 for maths and 1 out of 7 for reading. A common thread that the children were finding difficult was: grammar, spelling and punctuation, which will be reflected in this year's activities within the strategy.

- **To improve the ability to write with stamina for disadvantaged pupils**

74% of disadvantaged pupils were able to have the stamina write at length by the end of 2021-2022. This has improved throughout the year by allocated some TA time to targeted intervention to build stamina and confidence in writing. This has also been helped by using free writing to allow the children to write about their chosen topic and genre.

- **To enable disadvantaged pupils to interpret mathematical problems independently**

71% of disadvantaged pupils were able to interpret mathematical problems at their level independently. This has been achieved by teachers ensuring that there are opportunities in lessons for children to problem solve independently, whilst also supporting problem solving, in each mathematical topic, with modelling and layered support where necessary.

- **To narrow the gap between disadvantaged pupils and non-disadvantaged pupils in phonics at KS1 and spelling at KS2**

Phonics	Percentage of PP passed phonic screen	Percentage of non-PP passed phonic screen
Yr 1	60% (3 out of 5 children)	56% (28 out of 50 children)
Yr 2	93% (13 out of 14 children)	95% (37 out of 39 children)

The phonics data is showing that the PP children are performing better than the non-PP in Year 1 and broadly in line in Year 2. Phonics data as a cohort was disappointing at 58% in comparison to National data of 75.5%. A new phonics scheme was undertaken at Christmas and we did not have time to fully embed this scheme. This will be a priority for this year.

-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
N/A	

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?	Service pupil premium was used on a variety of interventions as follows: -Emotional/social support - Reading comprehension intervention to challenge - Handwriting intervention - bespoke gap filling interventions
What was the impact of that spending on service pupil premium eligible pupils?	100% of pupils made progress emotionally and socially

	Learning interventions gave pupils more confidence which supported their emotional and social progress as well as plugged gaps in the children's learning.
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