

Pupil premium strategy statement – Church Walk C.E. Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021 - 2024
Date this statement was published	30/12/2023
Date on which it will be reviewed	1/10/2024
Statement authorised by	Susan Davies
Pupil premium lead	Susan Davies
Governor / Trustee lead	Sarah Bettinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,080.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1500.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18580.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress from their individual starting points across all subject areas, regardless of their backgrounds or circumstances. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and have been identified as young carers. The strategy we have outlined in this statement is also intended to support their needs.

We understand the importance of high quality teaching, with a focus on areas in which disadvantaged pupils require the most support, particularly literacy and maths. 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. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will respond to the individual needs of the children and provide interventions that are rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils achieve. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- provide interventions for children who are identified as not making the expected progress.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills, concentration and focus skills, immaturity, attitudes to learning Children entering Reception are generally below age expectations for communication and language.
2	Engagement in wider school and enrichment activities.

3	The school's work aims to be robustly focussed on disadvantaged children of all prior attainments – particularly children who are SEND and in receipt of Pupil Premium and also more able children. Our assessments and knowledge of the children indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the experiences of the last few years, due to Covid.
4	Lower the emotional stress and anxiety of some pupil premium pupils. The last two years have been challenging for families in all sorts of ways. Some children have suffered the trauma of bereavement and family break ups as well as anxiety relating to the pandemic.
5	Improve the low attendance rates for some pupil premium children. The attendance data for 2022 – 2023 shows that children in receipt of pupil premium were more likely to be persistent absentees than those not in receipt of pupil premium.

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
Enhance oral language skills and improve the progress of children at all levels.	<p>Pupils engage positively in lessons and wider school life. Pupils show a positive attitude to learning.</p> <p>Pupils are able to express themselves and have improved listening skills.</p> <p>Pupils eligible for PP identified as high ability make as much progress as other pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the triad cluster and amongst moderation within the Furness Primary Cluster of Schools.</p> <p>Pupils are able to access a wider range of extra curricular activities including sports clubs and music lessons.</p> <p>All children are able to go to a theatre performance and attend school trips.</p>
Engagement in wider school and enrichment activities	

There is a focus upon disadvantaged children of all prior attainments : e.g. children who are SEND and in receipt of Pupil Premium, but also children who are more able.

Ensure that the whole child's needs are met (socio-economic, EHCP and English and maths)

From their different points (i.e. FSP, KS1), PPG children, who are not identified as SEND, make at least as much progress as all children nationally.

Children who are SEND and PP make good progress from their starting points. PP pupils are happy and successful and enjoying school. Progress is in line with their peers. Staff work collaboratively to support each child. Children who may fall behind are identified quickly.

Disadvantaged pupils show take up of enrichment opportunities to be equal to those of other children.

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Course	This has been funded by the Local Authority. The same adult working with individuals who need support across the curriculum and emotionally can be hugely beneficial. It creates a n element of trust and the trained Emotional Literacy Teaching Assistant can tailor programmes towards the specific needs of the individual, through activities.	1,2,3,4

Oracy Training Course	A member of staff will attend the oracy training run by the Local Authority. There will be a particular focus upon early oracy skills for children in Reception and Early Years. Staff will be better equipped to use strategies and interventions to support children to develop early language and support children as they progress through school. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Continue with Emotional and Mental Health training for named staff members in school	There are an increasing number of children in school who require emotional support due to circumstances arising from the lockdowns or family issues. Staff need to develop their expertise in this area.	4
Develop sensory training for members of staff	There are a number of children in school with sensory needs	

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

Budgeted cost: £ 1 750

Activity	Evidence that supports this approach	Challenge number (s) addressed
Re-wild the Child programme	This programme aims to develop various skills with identified individuals. It focuses upon being outdoors and adapts a Forest Schools approach to learning in the mornings. Afternoons are centred around emotional literacy (£250) EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2 and 3
<i>One to one targeted phonics teaching for individuals who require</i>	This will enable children to have daily targeted interventions to improve their reading and phonics skills. Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 3

<i>extra support.</i>		
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring 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 be disadvantaged, including those who are high attainers.	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 (£1500) One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: £15,746.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional health and wellbeing are prioritised for individuals who are struggling after	Nurture groups and friendship groups with identified children. Emotional literacy trained support assistant to run sessions with groups of children	4

trauma, anxiety or bereavement	Personalised curriculum for individuals including outdoors element – gardening, work on the field, lego therapy, art (£11,846.12)	
Opportunities to enhance the experiences and education of all children	Provide opportunities for more trips and visits, including the theatre and outdoor education. Trips for all year groups and a city residential for Year 6, In Summer 2024 (£500) Opportunities to help with funding for children who would like to learn a musical instrument through lessons with the peripatetic teachers who visit school every week. (£500)	2
Target children with lower attendance through engagement with families	Children who are persistently absent for various reasons, will have gaps in their learning and struggle to maintain friendships.	5
Contingency fund	There may be issues that have not yet been identified and this fund will help to respond quickly to them if and when required. (£2900.00)	

Total budgeted cost: £ 18,496.12

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively</p>	<p>All staff received phonics training for Little Wandle and new staff did the training upon induction .The scheme was implemented from February 2022 and is now fully embedded in school.</p> <p>In the Year 1 Phonics screening Check, 80% of Year 1 children reached the required standard, compared to 79% in Westmorland and Furness and 79 % nationally</p>
<p>Enhance opportunities for children to attend trips and extra-curricular activities</p>	<p>Children in Year4, 5 and 6 attended a residential trip during the academic year.</p> <p>All children in other year groups experienced a trip including adventure days, field trips and museums.</p> <p>Everyone went to the theatre and cinema and visitors were invited into school to enhance the curriculum.</p>
<p>Improve attendance</p>	<p>Attendance was 93.68%. Pupil premium children attendance was 89.76%. This was largely due to Covid and illness, Absence among disadvantaged pupils was higher than their peers in 2022/23. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils continues to be a focus of our current plan.</p>
<p>Enabling all children to have the same opportunities to participate in music lessons and sports clubs as well as residential trips and visits, regardless of cost</p>	<p>Children in receipt of pupil premium were able to access peripatetic music lessons and after school sports clubs.</p> <p>All children had the same opportunity to participate in all trips and visits regardless of the cost.</p>
<p>We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results</p>	<p>In Years 3,4, and 5 all children in receipt of pupil premium made expected progress in Reading, writing and maths. They made the same amount of progress as non- pupil premium children.</p>

<p>and our own internal assessments.</p> <p>Key Stage 1 data</p> <p>Reading</p> <p>79% of children reached the national standard. <i>including 100% of PP children achieved the national standard in reading</i></p> <p><i>Writing</i></p> <p><i>36% of children reached the national standard</i></p> <p><i>Maths 57% reached the national standard including 100% of PP children.</i></p> <p>Key Stage 2 assessment data</p> <p>Reading</p> <p>69% of children achieved the national standard including 100% of pupil premium children who took the Reading SAT.</p> <p>Writing</p> <p>85% of children achieved the national standard including 100% of pupil premium children.</p>	
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<p>Maths</p> <p>77% of children achieved the national standard. 66% of Pupil Premium children who took the SATs achieved national standards.</p> <p>60% of children in reception achieved a Good Level of Development at the end of the academic year, (including 50% of PP children), compared with 65% in Westmorland and Furness and 67% nationally.</p>	
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
IDL	
Spag.com	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

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

- 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.