



Christ the Sower Ecumenical Primary School Pupil Premium Strategy Statement



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 the next two academic years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	26% (66)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mel Nugent
Pupil premium lead	Saeeda Wilson-Andoh
Governor / Trustee lead	Janet Hatfield & Ruth Harley/ Michael Mill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (This is based on the last census based on 80 children)	£116,400
Recovery premium funding allocation this academic year National Tutoring Grant allocation for this academic year	£11,890 5,265.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year (projected)	£133,555

Part A: Pupil premium strategy plan

Statement of intent

At Christ the Sower, we aim to provide the 'good earth' for all our pupil premium children by ensuring that the quality of teaching across the school continues to be good with increasing areas of outstanding teaching. The needs of PP pupils are core to the work that we do, with a consistent approach and adaptive teaching, where necessary, across the school. Using recent research, we aim for high quality CPD delivered to all staff, including that which has a focus on the needs of more deprived children.

Our aim is that all our Pupil Premium children make accelerated progress in core subjects so that their attainment shifts closer to that of their peers. We use same-day opportunities to close daily gaps in lessons. We ensure that every pupil is given opportunities to participate in wider enrichment strategies to improve not only their attendance, confidence, and readiness to learn but also their well-being.

We believe that pupil premium should be used to impact the wider school, but it is also crucial that the pupil premium is specifically tailored to meet the needs of individual pupils, in addition to, and in different ways from our other intervention programmes. We offer some Pupil Premium children a more personalised support that goes beyond our provision for academic development. We know that sometimes life can be harder for children and their families in receipt of the Pupil Premium so our Pupil Premium lead and Inclusion Lead works tirelessly with parents to ensure that any difficulties can be addressed, and we are able to sign post parents to other forms of support for children and for families.

We continue to ensure that Christ the Sower continues to be '*A loving place where we all care, learn and grow together.*'

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary gaps Assessments and pupil voice shows vocabulary gaps amongst our pupils. There is a significant gap amongst our disadvantaged children.
2	Outcomes in core subjects Internal assessments, in school pupil progress meetings with teachers and discussions with pupils highlights that disadvantaged children have lower starting points, make less progress, and do not attain as well in comparison to their non-disadvantaged peers.
3	Intervention Discussions with staff shows that disadvantaged children need targeted intervention (1:1, small group, pre- teach) outside of QFT to help close the gap.
4	Enrichment and extended opportunities

	Attendance data for our extended enrichment over the last year has shown lower attendance and uptake in comparison to non- disadvantaged pupils.
5	Low parental engagement Discussion with our stakeholders shows that lack of parental engagement amongst our disadvantaged is having an impact on their progress, attainment, and wider school experiences.

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 vocabulary amongst disadvantaged pupils.	Assessments using our 360 approach (pupil voice, book looks, observations) will show a significant improvement in pupils understanding and use of vocabulary (context- specific and Tier 2 vocabulary) in their oral language and in their writing across the curriculum.
Improved attainment in reading, writing and maths for our disadvantaged pupils. An increased number to meet the Multiplication Timetables Check at the end of Year 4	KS2 outcomes in 2023/2024 for reading and maths will show that disadvantaged pupil outcomes are in line with their non-disadvantaged peers. KS2 teacher assessment in in 2023/2024 for writing show that disadvantaged pupils meet the expected standard in line with their peers. KS2 maths, reading and writing outcomes in 2023/2024 outcomes will show an increased number of disadvantaged children working at the greater depth standard in line with their peers. Over 50% of disadvantaged children in Year 4 to meet the MTC at the end of Y4
To offer bespoke intervention to close the learning gap for all pupils, particularly our disadvantaged pupils.	Through pupil and staff voice, pupil progress meetings, observations and book look, all pupils are making progress in their reading, writing and maths skills and applying them more confidently, with disadvantaged pupils making more than expected progress.
An increased uptake and improved attendance in enrichment and extended opportunities amongst our disadvantaged pupils.	Pupil voice shows an improved attendance and self-esteem in taking part in extended opportunities. There is a strategic plan for enabling disadvantaged children to partake in enrichment and extended opportunities: <ul style="list-style-type: none"> All PP children to be spoken to before club letters go out to whole school.

	<p>Each PP child is given 1 free club which is paid for by the school. Participation is sustained throughout the year.</p> <ul style="list-style-type: none"> • Support for paying for musical instrument hire and lessons. • PP children to be given opportunities to represent their school in festivals and competitions. • PP children to be selected to showcase their musical ability in assemblies once a term. • Visitors from various industries and within the community to be invited to school to share their jobs and life experiences. • All PP children to have the opportunity to attend trips and residential opportunities through subsidies and discount where necessary. • Support with breakfast clubs for all PP children to be in school on time.
<p>Improved parental engagement amongst our disadvantaged pupils</p>	<p>There is an improved parental participation as shown by:</p> <ul style="list-style-type: none"> • 90% parental attendance at parents' consultation evenings • An increased number of PP parents in attendance in each class for Publishing Parties each term. • An increased attendance of PP parents to aspirational events each term. • One drop-in session for parents each term.

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
CPD for teachers and support staff on the teaching of vocabulary and how to monitor this in class for all pupils with a focus on disadvantaged pupils.	EEF guide to pupil premium shows that oral language approaches which explicitly extends pupils' spoken vocabulary adds 6 months of impact to pupil learning. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Whole school CPD in making assessments for learning and making judgments as part of formative and summative assessments.	Providing feedback is a well-evidenced to have a high impact on learning outcomes. Effective feedback tends to focus on the task, subject, and self-regulation strategies: it provides specific information on how to improve. The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Continued Phonics coaching for staff using high quality resources (including books) to secure stronger phonics teaching for all pupils but especially those who are disadvantaged.	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: Feedback EEF (educationendowmentfoundation.org.uk)	2,3
Whole school CPD and refresher training for Zones of Regulation. SENCO to support teachers to model and embed Zones of Regulation strategies and language. External CPD training (Step On Training) to support a change in behaviour culture of key disadvantaged children around school and improve their learning experience.	EEF research shows that Social and emotional learning (SEL) support improves children's outcomes at school and later in life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers)	2,3

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring</p> <p>To engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils who have fallen below, including those who are high attainers.</p>	<p>One to one tuition is very effective at providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to impact if it is additional to and explicitly linked with normal lessons.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p>CPD opportunities for identified teaching assistants to raise pupil outcomes:</p> <ul style="list-style-type: none"> WRInc Phonics coaching 	<p>Research shows that interventions which are based on a clearly specified approach which staff have been trained to deliver has a positive benefit pupil's progress and attainment:</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 3
<p>TAs deliver same day interventions to iron out misconceptions.</p> <p>T/TAs to deliver weekly small group interventions to pupils identified as in need using Recovery funding.</p>	<p>Small group support can be effectively targeted at pupils from disadvantaged backgrounds. It adds an additional four months progress over the course of a year.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 5

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion lead to support the well-being of parents and children.</p> <ul style="list-style-type: none"> PP pupils' attendance is closely monitored, pupils below 96% are identified and 	<p>EEF toolkit– Parental engagement</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Inclusion lead.</p> <p>A dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships</p>	2, 4

<p>protocols followed.</p> <ul style="list-style-type: none"> • Inclusion lead phones families at 9am if pupil not in school and offers support. • Inclusion and another member of staff will pick up child from home if required. 	<p>with school and home lives for the whole family.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<ul style="list-style-type: none"> • Cultural capital experiences promoted in the wider curriculum. • Reduction in cost of trips and residential trips for PP • Every PP child is entitled to a free sports/club event each term and participation is highly encouraged. • Support with uniforms, breakfast/after school provision and peripatetic lessons 	<p>Learning is contextualised in concrete experiences and language rich environments. Children see themselves in the carefully selected texts that includes and celebrates the culturally diverse backgrounds of our children and school community.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school in lessons.</p> <p>Enrichment activities such as arts participation have shown improved outcome in English, maths, and science.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>EEF – By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4

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 2022-2023 academic year.

Pupil Premium children continue to make good progress across the curriculum. This progress is clearly evident in their books. All teaching and support staff continue to use same-day opportunities to close daily gaps in lessons. During our recent Pupil Premium Visit by the Trust, the provision was described as **“the Intent for disadvantaged learners is an exemplary one and has been woven seamlessly into everything that the school seeks to achieve. The Intent is clearly understood and valued by everyone.”**

There has been an increased drive to ensure that every pupil is given opportunities to participate in the wider enrichment strategies to improve not only their engagement but also their attendance, confidence, readiness to learn and their well-being. When planning opportunities to enrich the curriculum, we ensure that Pupil Premium children are given priority. 47% of Pupil Premium children have participated in extra-curricular activities each term this year, a very consistent number, with a further 36.4% representing the school in festivals and inter-school tournaments.

Relationships with parents and carers continue to improve. We continue to offer some Pupil Premium children a more personalised support that goes beyond our provision for academic development. We know that sometimes life can be harder for children and their families in receipt of the Pupil Premium so our Inclusion Lead works tirelessly with parents to ensure that any difficulties can be addressed, and she is able to sign post parents to other forms of support for children and for families. **“Parents that I spoke to were able to say just how much difference the school has made to their children and to their own lives, and how dedicated the school is to improving the outcomes for their children”.**

Attendance: (The following figures only include compulsory age attendance figures)

CIS ALL PPG	Nationally ALL PPG in Primary
27%	23.5%

Of the children with PPG (83):

28% (23 children) are also SEN.

31% (26 children) are also EAL.

The attendance for PPG from Autumn 2022 to Summer 2023 is 90.3% % compared with whole school attendance of 93.8%.

Attendance is slightly lower than usual due to several reasons to include: 3 children who also have SEN needs who have been on part time timetables at different points throughout the year, one child with medical needs which makes him very sick to attend school regularly and

one child who, due to family immigration issues, missed school for half following the Christmas holidays.

This academic year	Autumn term 2022	Spring term 2023	Summer term 2023
All children	93%	94.4%	95%
All PPG children (77)	89.2%	91.4%	90%
Non PPG	92.5%	94.6%	95%

Christ the Sower School Primary - Statutory Assessments Outcomes 2023

Early Years Foundation Stage EYFS – Good Level of Development (GLD)

All	NA 2023	PP
73%	67%	33%

Phonics Screening

Year 1 All	NA 2023	Year 1 PP	Year 2 All	Year 2 PP
77%	79%	67%	71% (that retook test) 80% (all)	100% (that retook test) 100% (all)

End of Key Stage 1 Outcomes

	Reading				Writing				Maths			
	EXS+	NA	GDS	NA	EXS+	NA	GDS	NA	EXS+	NA	GDS	NA
All	63%	73%	13%	19%	50%	73%	7%	8%	68%	70%	13%	16%
PP	40%		0%		20%		0%		80%		0%	

End of Key Stage 2 Outcomes

	Reading				Writing				Maths			
	EXS+	NA	GDS	NA	EXS+	NA	GDS	NA	EXS+	NA	GDS	NA
All	82%	73%	30%	29%	93%	72%	34%	13%	77%	73%	30%	24%
PP	74%		37%		84%		26%		58%		10%	

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
MyMaths	Oxford University Press
Lexia	Rosetta Stone
WRInc	Ruth Miskin Training

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.