# Pupil premium strategy statement 2023-24

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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 Primary School, Brick Lane |
| Number of pupils in school | 167 |
| Proportion (%) of pupil premium eligible pupils | 27% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023 - 24 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Jessica Williams  Headteacher |
| Pupil premium lead | Jessica Williams |
| Governor / Trustee lead |  |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 66 576 |
| Recovery premium funding allocation this academic year | £6 525 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £73 101 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| As a church school serving within a diverse and multi-faith community we strive to ensure all children are given the best opportunities to start their journey well. We believe this is possible through our inclusive, nurturing environment. Some children face additional difficulties, and we aim to remove barriers and support them to develop, with a love of learning, fully supported to reach their potential.  Our pupil premium strategy aims to redress inequalities experienced by some of our children, enabling everyone to flourish in the fullest way possible. We intend to accomplish this through high quality teaching, academic support and implementing wider strategies aimed at improving attendance and building emotional resilience.  Underpinning our decisions to focus on key areas of development comes from the EEF toolkit.  [Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/) |

## 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: Pupils often more susceptible to illness and over caution of parents to keep children at home. Lasting legacy of school closures during COVID and strikes has led to parents’ assumption that time spent at home won’t have an impact on educational progress. |
| 2 | Children need additional support and high-quality teaching to ensure we support learning and achievement at school. High levels of deprivation and housing overcrowding add significantly to the barriers to learning from reduced access to literacy and learning at home. |
| 3 | High levels of EAL across the school. Many children specifically struggle with oral fluency, impacting on both reading and writing achievement. Assessment shows a wide gap between the attainment of disadvantaged children and their peers in all core subjects. Children from more deprived backgrounds lack experiences to draw on, limiting their exposure to a wide and varied vocabulary choices. |
| 4 | Impact of ongoing financial crisis has led to increased concerns over social and emotional resilience. Support is needed to improve well-being, personal development, enrichment and extra-curricular opportunities to support families engage fully with education as a facilitator of change. Often parents are often unaware of the pupil premium application process. Current financial crisis adding to pressures at home which has an adverse impact on mental health and well-being. |
|  |  |

## 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 |
| Attendance and punctuality for PP children to fall in line with the school target | Improved attendance and decrease in lateness. AWA referrals to decrease and families improved awareness of importance of high attendance. |
| Families well supported in applications for financial support. Early help provided to improve home life of disadvantaged children | Support in place through SHS services and Early help.  Charitable involvement improved to provide families with access to food and benefits. Clear systems and processes in place to ensure all pupil premium children are identified and supported. Families in a better position to support their children. |
| Children able to use a wider variety of words and language constructions in both their speech and their written work. | Children will make progress and need fewer SALT interventions over time. Data from observations and learning walks will show children using language constructions clearly and confidently. Increased confidence in children when speaking in front of their peers and in school performances. Transfer of higher tier vocabulary in written work. |
| Parents able to support their children at home | Home reading completed every day and homework completed. Parents more confident supporting their children and able to encourage oracy at home.  Increase in number of parenting classes and parental engagement. |
| Participation in a wide range of activities will support improved well-being and personal development. | PP children will be encouraged to participate in before and after school provision to encourage a good start. They will be included in additional sports provision and opportunities to participate in extra-curricular and residential visits. |

## 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.

### High Quality Teaching

Budgeted cost: £22 027

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Senior teachers to work within classroom to scaffold learning for all pupils. Peer observations built into half termly subject monitoring. | [EEF Feedback](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback)  [EEF Oracy](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)  Training in scaffolding learning and ensuring the teacher has considered a spiral curriculum which builds on prior learning. Support for ECT and new staff to ensure high standards are maintained across the school. | 2, 3 |
| SLT Time in class to support and team teach | Planning and high-quality teaching that reaches all children is supported and monitored by experienced senior leaders and UP staff. This ensures the most disadvantaged pupils have access to the highest quality teaching. | 2,3 |
| THEP Leadership and training | High quality CPD will ensure all staff are able to provide a broad and balanced, high-quality provision in class. This ensures all staff are using recognised and successful strategies in their practice. | 2, 3 |
| Mastery in Mathematics Training | [EEF Feedback](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback)  [EEF Mastery](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning)  Continue to engage with the TH mastery program, sharing good practice and developing mathematical skills across the school. | 2, |
| Use of Learning By Questions | [EEF Feedback](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback)  Online support tool to promote high quality feedback based on formative during lessons and pinpoint areas for development and specific teaching. | 2 |
| Develop links with Scientific Education Programs | Identify and engage high quality science providers to work with children and groups to support specialist knowledge and high aspirations for teaching opportunities. | 2 |
| Training and implementation | [Small Group Tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  Develop highly skilled TAs who can support all children to make good progress through targeted support. | 2 |

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

Budgeted cost: £ 33 936

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Booster Classes run before school  (Tuition Funded) | [Small Group Tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  [Extending school time](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time)  SLT run booster sessions | 2, 3 |
| *Speech Therapy support* | [EEF Oracy](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)  High levels of SALT needs need to be addressed by expert support. Specific TA training by a speech and language therapist to deliver programs across the school. | 2, 3 |
| *Educational Psychology and ELSA* | [Social and Emotional Support](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  Support for children presenting with SEMH and training and advice for teachers to meet the needs of children within school. | 2, 4 |
| EAL teaching groups | [Small Group Tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  Flash Academy is a recognised online program designed to assess pupils and builds a program around the progress of the child. Families can access their personalised login at home as well as in school. Further support for children to practise oracy skills in class. | 2, 3 |
| Life Skills groups | [EEF Oracy](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions)  Afternoon provision of targeted support to develop knowledge and understanding. High focus on oracy skills. | 4 |

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

Budgeted cost: 16 241

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance and Welfare Advisor support for the school  (funded by governors) | [Working With Parents](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents)  Clear purpose and support for parents to understand the importance of high attendance. Series of procedures and SHS to encourage improved attendance. | 1 |
| Additional Workshops and parental support groups | [Working With Parents](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents)  Stay and play, coffee mornings, key workshops run to engage and support parental involvement in education | 1 |
| Subscription to the Schools Library Service  (funded by governors) | [Improving Literacy](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents)  Expert advice and support to maintain high quality reading resources. Particular focus on books with South Asian focus to engage pupils. This service also provides materials which link to areas of study ensuring access to wide subject rich reading material. | 2,3,4 |
| Support for reading at home | Subscription to Bug Club for KS1 to support reading at home. Allocated TA time in class to focus on key groups of children to encourage regular access. | 4 |
| Before and after school provision to support families and well being | [Extending school time](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time)  Support for families to remove stress of childcare during working hours, ensures children are looked after and supported with homework as well as having healthy food snacks and physical activity opportunities. | 1, 4 |
| Provide additional educational excursions and incursions to engage children in new learning opportunities | Develop links with Mulberry Academy and The Aldgate school to widen experiences and opportunities provided to our children.  Develop links to Epping Forest and City outdoor activities – Urban Centre @ Mile End) | 2, 4 |
| Further develop opportunities for children to develop interests and engagement in extra-curricular opportunities | [Extending school time](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time)  Encourage PP children to attend the choir and take on leadership positions in school: Faith ambassadors, mental health champions and school council. | 2,4 |

**Total budgeted cost: £ 73 204**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance**  For the academic year 2022 to 2023 Christchurch Primary School’s attendance figure was 93.04%. The overall average for Tower Hamlets Primary School’s attendance was 92.81%. This academic year Christchurch Primary School’s attendance was ranked 28th out of 65 primaries, in comparison with the previous year’s ranking at 35th position out of 67 primary schools in Tower Hamlets, with a figure of 94.28%.  22/40 PP children achieved attendance of 93% or higher for the academic year. Of the remaining 18 children, 7 improved their attendance from the previous year. The SHS and AWA as well as in school support tracked and supported families to improve attendance and this will continue.  Attendance of PP children has improved but remains a concern and continue as a target*.*  **Achievement**  Pupil Premium achieving expected or above 2022-23   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Year Group | Attributes | | | | Writing | Reading | Phonics | Maths | | PP | SEND | EAL | GD | | 1 | 5 | 2/4 | 2/4 | 0/4 | 40% | 40% | 100% | 60% | | 2 | 7 | 3/7 | 3/7 | 0/4 | 43% (3) | 29% (2) | 0/2 passed retakes | 43% (3) |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Year Group | Attributes | | | | Writing | Reading | GPS | Maths | | PP | SEND | EAL | GD | | 3 | 12 | 4/ 12 | 5/12 | 1/12 | 42% (5) | 58% (7) | 67% (8) | 50% (6) | | 4 | 4 | 2/4 | 1/4 | 0/4 | 25% | 25% | 25% | 25% | | 5 | 8 | 3/8 | 4/8 | 3/8 | 38% (3) | 38% (3) | 75% (6) | 50% (4) | | 6 | 4 | 1/4 | 2/4 | 1/4 | 100% | 100% | 100% | 75% (3) |   SALT caseload continues to increase, particularly in younger year groups affected by the COVID and fewer socialisation opportunities. Currently 6 PP children on the SEND register have SALT listed as needing support. SEMH is also impacting the progress of PP children, and this is addressed through art therapy, ELSA and Social skills groups.  **School Home Support**  We are currently awaiting he annual report from SHS. Syeda continues to work with families and has continued to support with a wide range of government documents and applications. She also liaises with businesses to provide food in school for families. (Sainsbury’s, Felix Project, Warburtons)  **Well-being and Extra-curricular programmes.**  8 children regularly attended the breakfast and after school club provision. During the year all classes were supported to attend workshops and activities linked to their curriculum and enrichment. There were also a number of opportunities brought into school to enhance the learning experience; A-Life Mental Health; Zoo Lab; Spitalfields Farm; Dance workshops; Sensory Garden Area |