

Churchdown Parton Manor Schools Federation

2022-23

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 this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	378
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Mr Darren Preece (HT)
Pupil premium lead	Mrs Jo Smith (DHT)
Governor / Trustee lead	Mrs Sarah Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,020
Recovery premium funding allocation this academic year	£11,890
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£133,910

Part A: Pupil premium strategy plan

Statement of intent

At Churchdown Parton Manor Schools' Federation we aim that all pupils, irrespective of background will become happy, confident learners enabling them to make good progress across the curriculum. Our Pupil Premium Strategy is planned so that we can support disadvantaged pupils, as well as those who come from Services families, in achieving this goal.

Our primary approach is to ensure quality first teaching through class lessons or small group or individual input. This has been shown to have the greatest impact on pupil progress. The Recovery premium funding will also be used to support this through the National Tutoring Programme.

We identify the challenges and needs of each Pupil Premium child through diagnostic assessment and, through Action Plans, My Plans and Pupil Progress meetings, we set targets which will support their learning, whether these be targets to help them achieve age-related expectations or targets to extend and challenge.

We also recognise that there are considerable challenges in this current economic climate which have a huge impact on the mental health and well-being of our pupils and their families, particularly the disadvantaged. We want to support our families in providing the best start we can for their children.

Our Services pupils primarily require social and emotional support during challenging times and the Services Premium is used to help mitigate the negative impact on service children of family mobility or parental deployment.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils is lower than non-disadvantaged pupils. This impacts on their academic progress
2	Our internal assessments (and external, where available) show that English and Maths attainment for disadvantaged pupils is below that of non-disadvantaged pupils across all year groups.
3	40% of disadvantaged pupils are also SEND (Autumn 2022)

4	Well-being (emotional and social) of disadvantaged pupils is suffering due to the current economic climate.
5	Emotional support needed for Services pupils when parents are deployed or when new to the area

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
Improve attendance of disadvantaged pupils	The attendance of disadvantaged pupils to be in line with non-disadvantaged pupils
Close the gap between disadvantaged and non-disadvantaged pupils in English and Maths	The gap between disadvantaged and non-disadvantaged pupils in English and Maths to be in line the gap nationally
Pupils feel happy and supported at school – focus on supporting their well-being	Pupil conferencing and online survey indicate that PP pupils – including services pupils - feel happy and supported at school

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
New maths scheme 'Can Do' Maths introduced and implemented across the site: fund purchase of package, resources, staff	'Can Do Maths' scheme has a strong focus on the use of manipulatives geared especially towards the lower ability pupil. The EEF suggest 'manipulatives and representations can be powerful tools for supporting	2, 3

training time and staff release time for closing gap interventions.	pupils to engage with mathematical ideas'. It also has a strong assessment structure including 'Ready to Progress' tests which provide a coherent, linked framework to support pupils' mastery of the primary mathematics curriculum and small steps ideal for SEND pupils.	
Employment of part-time teacher to work with small groups.	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. (EEF)	2,3

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

Budgeted cost: **£69,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual small group tuition with trained TAs to address areas where pupils are not on target particularly in early phonics and reading (Little Wandle interventions) and maths mastery (Can Do Maths interventions) (largely SEN pupils)	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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u> A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge. (Mastery Approach EEF)	2,3
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils. A significant proportion of the pupils	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:	2,3

who receive tutoring will be disadvantaged, including those who are high attainers.	<u>One to one tuition EEF</u> <u>(educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand </u> <u>Education Endowment Foundation EEF</u>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£28,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working group to improve attendance across the site (DHT, Attendance officers, Inclusion Support Worker - ISW)	Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education (DfE)	1
On-going support for well-being of pupils and their families: funding for milk, trips/ residential trips as necessary, swimming subsidy, after school care as necessary ELSA support for emotional and social well-being	Research evidence shows that education and health are closely linked. ^{1,2} So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and well-being outcomes (PHE)	4
Support for Service children and their families: ISW led nurture group for social/ emotional support; parent group and individual support as necessary	Deployment and separation may have a significant impact on a pupil's behaviour and learning and on their emotional and social well-being (SCiSS)	5

Total budgeted cost: £132,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcome 1: Improve attendance of disadvantaged pupils

Attendance of disadvantaged pupils 21-22 was 91.76% (Infants) and 89.55% (Juniors) compared with non-disadvantaged at 94.96% (Infants) and 95.67% (Juniors).
(Data Autumn term 2022)

Outcome 2: Close the gap between disadvantaged and non-disadvantaged pupils in English and Maths

Key Stage 1

	Reading	Writing	Maths
Disadvantaged pupils (63% SEND)	27%	27%	27%
Non-disadvantaged pupils	56%	49%	56%

Key Stage 2

	Reading	Writing	Maths
Disadvantaged pupils (63% SEND)	27%	36%	27%
Non-disadvantaged pupils	65%	72%	59%

This was not an improvement on the previous year 20-21 (internal data only due to Covid) however the Y2 and Y6 cohorts both had a much higher percentage of disadvantaged pupils who were SEND – previous year was 45% (Y6) 42% (Y2)

Outcome 3: Ensure that SEND pupils eligible for FSM are identified and make expected progress

All pupils eligible were identified and were in receipt of FSM. As Outcome 1 indicates, the percentage of FSM/SEND was much higher – approx 20% higher in Y2 and Y6 – in 21-22 compared with 20-22.

Progress at end of KS1 for FSM/SEND:

In reading, writing and maths 1 child did not make expected progress

Progress at end of KS2 for FSM/ SEND:

In reading 1 child did not make expected progress, 2 children in maths

Outcome 4: Pupils enjoy their time in school; they are confident and feel supported

The Online pupil survey indicate that junior pupils are happy at school, they feel supported (82%) and they feel safe (91%). Pupil conferencing with infant pupils indicated a similar picture.

Families were supported financially with trips and visitors, swimming, residentials, milk and after-school care.

The ISW worked with specific children and families supporting their needs.

Outcome 5: Improve outcomes for disadvantaged pupils in Reception

Outcomes in Literacy and Maths for disadvantaged pupils in Reception were largely better than for non-disadvantaged in 21-22.

	Comprehension	Word reading	Writing	Number	Numerical patterns
Disadvantaged	100%	80%	80%	80%	80%
Non-disadvantaged	89%	86%	75%	75%	79%

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

Inclusion Support Worker works with pupils and their families, running a nurture group for pupils and a support group for parents. The ISW also meets with pupils 1-1 if there are specific individual needs.

The ISW maintains close contact with families when a deployment is imminent and throughout the period.

Pupils have a scrapbook and bear to record their activities. Pupils from overseas families are encouraged to share their background.

The impact of that spending on service pupil premium eligible pupils

Teachers observed improvements in well-being amongst service children. Parents reported that specific pupils feel more settled and supported at school.

Parents reported that they feel supported when there is deployment within the family.