

# Pupil premium strategy statement – Churchfield Primary School 2023-24

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	404
Proportion (%) of pupil premium eligible pupils	32.4% (131)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 to 2023-24
Date this statement was published	02/10/2023
Date on which it will be reviewed	Termly & July 2024
Statement authorised by	J Bean
Pupil premium lead	J Bean
Governor / Trustee lead	M Morrell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,440
Recovery premium funding allocation this academic year	£23,055
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£257,495</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Churchfield Primary School, our school ethos of Grow, Achieve & Shine applies to all pupils, regardless of background or circumstances. We are proud that we place disadvantaged children at the forefront of our approach, and firmly believe that our strategies will benefit all children in school. We take a longer-term view of our Pupil Premium spending, focussing on sustainable and deep-rooted improvements that acts as a golden thread running through our wider school improvement foci. This longer-term vision enables us to use approaches embedded in research, such as those outlines in the EEF's Pupil Premium Guide. We use a tiered approach, focusing on three areas: Teaching, Academic Support and Wider Approaches. We also recognise that there may be pupils who do not qualify for the Pupil Premium, but who face disadvantage in other ways – our intent and approach is all-encompassing and supports all children. With the current cost-of-living crisis, this is more prevalent than ever before with a large number of families not meeting the criteria for the PP funding, but still facing significant hardships and barriers. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, an increased likelihood of mental health difficulties and attendance & punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We aim to ensure that our approach supports all of these children and families through quality first teaching and learning supported by specifically targeted intervention where necessary to ensure progress; and thereby achieving in line with their peers locally and nationally.

We have a passion and dedication to ensuring our children have every opportunity to grow, achieve and shine. Our ultimate aims for the use of the Pupil Premium funding are:

- Remove the deficit discourse – our disadvantaged pupils and families are the heart of our school community.
- Ensuring that all children are physically and mentally healthy, with good regulation skills.
- Closing the attainment gap between disadvantaged children and their non-disadvantaged peers.
- Ensuring that disadvantaged children make progress in line with, or above the national average.
- Creating opportunities though both academic and vocational aspects of learning to enable all children to reach and surpass their potential.

We are a community-focussed school and aim to provide all children, but in particular disadvantaged children with the opportunities and pathways to excel in all aspects of the curriculum and wider school life. Funding will also support wider family and community issues such as attendance and a rigorous approach to pastoral support. We also

aim to raise aspiration within our school community so every child can make the most of the opportunities with which they are provided.

To understand our use of the Pupil Premium funding, it is important to understand our community. Our school community are passionate about the wellbeing and welfare of children, and proud of our locality. The immediate area around school is one of the most deprived in the borough, with over 50% of pupils attending from 'Financially Stretched' households, which is above both the local and national average, and our own internal evidence suggests that this has increased significantly post-pandemic and during the cost-of-living crisis. In terms of deprivation, school is in quintile 4 (more deprived) for both location and quintile 5 (most deprived) for our pupil base. The majority of children attend from a neighbourhood that is one of the most deprived in the country (bottom 10%) based on the MID. This contributes to pupils entering FS2 (school currently has no FS1 provision) significantly below the expected level for their age (this is particularly prevalent in communication & language). Being an ex-mining area, many families are part of generation-spanning cycles of unemployment, poor physical & mental health and financial hardship, and the number of EHAs, SEND and social care interventions has increased significantly over the past five years. The graph below shows various indicators of deprivation for school's main catchment area, based on data from the 2019 database for multiple indices of deprivation (MID).



## Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils begin school with low starting points; with skills and development below the expected for their age. Poor language, social and regulation skills are common for many children, particularly those eligible for the Pupil Premium; therefore, many children have significant vocabulary gaps.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Upon leaving KS1, children who do not meet the expected standard in the PSC do not have sufficient opportunity to develop as readers.
3	Levels of attainment and progress are below the national average for most statutory measures, and disadvantaged pupils tend to not achieve as highly as their non-disadvantaged peers. Internal data shows that this is particularly present in reading fluency and basic maths knowledge.
4	Many pupils who are eligible for the Pupil Premium also experience other barriers to learning, such as SEND & SEMH difficulties. Many of these disadvantaged pupils do not regularly eat before school and do not come to school ready to learn. Many children lack the foundation of 'safety' in relation to the hierarchy of needs. School has seen a significant increase in requests for Early Help, coupled with a significant delay/ wait for support from external services.
5	Attendance data shows a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.
6	Some parents do not engage well with school and may find it difficult to interact and be involved due to their own experiences of education. Many disadvantaged pupils have less parental support than their peers and limited access to wider services.
7	Many disadvantaged pupils have low aspirations for themselves, and low self-confidence.

## 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 deliver high-quality, consistent teaching across school that is at least good in all classrooms.	<ul style="list-style-type: none"> <li>• Statutory outcomes increase and are close to national average annually. Achievement gaps between Pupil Premium pupils and their peers are diminishing.</li> <li>• All pupils make at least expected progress in Reading, Writing and Mathematics. A significant proportion of pupils, but especially those receiving the Pupil Premium, make accelerated progress.</li> <li>• Staff will be able to clearly articulate what barriers disadvantaged pupils face and how to overcome these.</li> <li>• External monitoring confirms that action taken to develop the quality of education are appropriate and result in rapid improvements.</li> <li>• Monitoring of teaching and learning demonstrate a good quality of education over time. This will include observing engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• There is evidence of a culture of sharing good practice.</li> </ul>
To embed a high-quality and approved systematic synthetic phonics programme (Little Wandle Letters & Sounds Revised).	<ul style="list-style-type: none"> <li>• Attainment in Y1 &amp; Y2 phonics will be at least in line with the national average.</li> <li>• Outcomes for disadvantaged pupils in the Y1 phonics screening will be above 70% in 2022-23.</li> <li>• Clear progression routes will be in place for children who reach the expected standard in phonics.</li> <li>• Clear and robust pathways will be in place for pupils who not achieve the expected standard in phonics by the end of year 2.</li> <li>• External monitoring visits confirm that actions taken to develop phonics provision are effective.</li> <li>• High quality and consistent phonics teaching occurs from F2 to Y2 and beyond (as needed).</li> <li>• All classrooms understand the LW approach and staff can work with children to enable them to apply their phonetic knowledge to writing across the curriculum.</li> <li>• Children across KS2 have been identified for Catch UP support to enable them to make rapid improvements in their phonics knowledge.</li> </ul>
To develop high-quality reading provision across school	<ul style="list-style-type: none"> <li>• Outcomes in statutory reading assessments across the school are in line with or above national average.</li> <li>• Internal and external monitoring shows that Reading provision will be of a high-quality and consistent across all school.</li> </ul>

<p>and develop a love of reading.</p>	<ul style="list-style-type: none"> <li>• Pupil voice will show an embedded love for, and a culture of, reading, particularly in disadvantaged boys.</li> <li>• Every classroom has a focus on promoting and developing a love for stories/ reading and this is embedded into the culture of school.</li> <li>• All children will have regular access to high-quality stories, read by an adult.</li> <li>• Our reading curriculum ensures that high quality texts are used to structure the progression of skills across KS2. The texts chosen are challenging, and closely linked to the wider curriculum. They also ensure that all our children are given opportunities to become familiar with contexts beyond the locality.</li> </ul>
<p>To ensure that provision in EYFS is effective, addressing low starting points and meeting the needs of all pupils.</p>	<ul style="list-style-type: none"> <li>• The quality of Early Years education is at least good, as judged by Ofsted.</li> <li>• External monitoring confirms that actions taken to develop the quality of EYFS provision are appropriate and result in rapid improvements being made.</li> <li>• All EYFS staff are effective practitioners, as evidenced by monitoring and outcomes and create opportunities for purposeful interactions.</li> <li>• There is an increase in the proportion of all pupils, and of Pupil Premium pupils specifically, reaching a Good Level of Development, with the aim of Pupil Premium attainment being in line with that of non-PP children nationally.</li> <li>• There is an increase in the proportion of all pupils, and of Pupil Premium pupils specifically, reaching Expected levels of development in Communication, Language and Literacy at the end of FS2.</li> <li>• Children with additional needs are identified early, and appropriate provision put in place.</li> <li>• The learning environment supports high-quality learning.</li> <li>• Parental engagement increases, as evidenced by attendance at events such as consultation evenings &amp; open evenings.</li> </ul>
<p>To improve attendance and punctuality overall rapidly, and in particular for disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Overall attendance and punctuality data is in line with national average.</li> <li>• The attendance and punctuality of Pupil Premium pupils improves on the previous year, and gaps between PP and non-PP pupils diminish.</li> <li>• The number of pupils who are persistently absent falls - overall and for PP pupils.</li> <li>• Parents understand the school's systems for attendance and punctuality.</li> <li>• Pupils show awareness of the importance of good attendance, as confirmed by pupil voice activities.</li> <li>• The proportion of disadvantaged pupils attending Breakfast Club and after-school clubs increases.</li> <li>• Vulnerable pupils benefit from Free Breakfast Club and are better placed to start the school day.</li> </ul>
<p>To increase parental engagement,</p>	<ul style="list-style-type: none"> <li>• Parental engagement increases, as evidenced by attendance at events such as consultation evenings and residential events.</li> </ul>

in particular for parents of disadvantaged pupils.	<ul style="list-style-type: none"> <li>• The parental survey shows that parents value the communication from the school and the opportunities for involvement.</li> <li>• Increased communication with whole community, especially parents and carers of Pupil Premium children.</li> <li>• There is an increased engagement in school life by pupil premium children and families.</li> </ul>
Children and families receive high-quality pastoral, SEMH & SEND support	<ul style="list-style-type: none"> <li>• Sustained high-levels of wellbeing are demonstrated by pupil voice and parent voice.</li> <li>• There is a significant increase in disadvantaged children access extra-curricular provision and experiences.</li> <li>• Boxall profiles show improved developmental and diagnostic scores with decreasing levels of difficulty over time. Targeted external support is accessed and benefiting pupils and their families.</li> <li>• Pupil receive high-quality SEMH support in schools, leading to increased regulation and decrease in reportable incidents.</li> </ul>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
An instructional coaching model, led by the HT & DHT will be implemented and introduced throughout school to provide ongoing feedback and development for staff at all levels (this will be facilitated through StepLab & WalkThrus)	<p>Instructional coaching will focus on quality first teaching, and initially on feedback and assessment in line with the EBE work, and building positive relationships &amp; routines (with a focus on disadvantaged children).</p> <p><b>EEF (+6 months)</b>  <i>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</i></p> <p><b>EBE Instructional Coaching – Rob Coe</b>  <i>There is good evidence to support the use of coaching as an approach to teacher</i></p>	1, 2, 3

	<i>development that leads to improved student outcomes. A meta-analysis by Kraft et al. (2018) found an overall positive effect of teacher coaching programmes—an effect that potentially out-performs other forms of teacher development or school-based interventions</i>	
ECT Training (2 x Staff)	ECT Framework introduced by the DFE improve quality of teaching and teacher retention.	1, 2, 3, 4
Introduce new approach to KS2 free-reading based on year groups, and purchase of new texts	DFE Research Evidence on Reading for Pleasure  DFE Reading Framework	1, 2, 3
Purchase of 'bridging' texts for KS2 pupils who are not yet fluent readers and the development of an approach to bridging reading	School will develop a robust system, and purchase specific texts to support pupils who are not yet reading at an age-appropriate level in KS2, to bridge the gap between Little Wandle Phonics and free reading – focussing on fluency and comprehension.  <b>EEF (+ 6 months)</b> <i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i>	3
Continued deployment and CPD for the Little Wandle Letters & Sounds Revised SSP, and refreshing the decodable books that pupils are able to access. (Including annual subscription) (continued)	<b>EEF (+5 Months)</b> <i>'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.'</i>  By continuing the implementation of the LW approach, and continued & planned refresh of decodable books, we aim to continue to build on the success of 2022-23 in terms of PSC outcomes.	1, 2, 3
4 Identified staff participations in National Professional Qualifications & Associated Cover Costs	<b>EEF</b> <i>'Tiered approach places high-quality teaching as the most beneficial to closing the attainment gap'</i>	1, 3



<p>(Continued)</p> <p>2 x LBC 2 X LTD 1 x EY</p>	<p>As teaching is the most powerful tool to close the attainment gap, staff participating in NPQs will enable them to develop their own understanding of pedagogy and better support less-experienced or under-develop teachers to improve their own practise. This will provide them with the knowledge, skills and understanding to develop teaching, learning and assessment not just in core areas, but across the curriculum.</p>	
<p>TLRs for Leadership &amp; Development in KS1, LKS2 &amp; UKS2</p>	<p><b>EEF</b> <i>'Tiered approach places high-quality teaching as the most beneficial to closing the attainment gap'</i></p> <p>Appointing a LKS2 &amp; UKS2 Leader allows us to focus on developing effective provision and coaching and mentoring staff to become more effective in their role. The TLR is accompanied by regular release time from the teaching timetable to successfully lead this area of school.</p>	<p>1, 3</p>
<p>Purchase of NFER standardised diagnostic assessments &amp; associated training</p>	<p><b>EEF</b> NFER Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	<p>1, 3</p>
<p>Engagement in the EBE Assessment Essentials programme and Assessment Leader Programme, Associated Cover Costs &amp; Development of New Marking &amp; Feedback Approach</p>	<p><b>EEF Feedback (+6 months)</b> <i>Providing feedback is a well-evidenced and has 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.</i></p> <p><b>Dynamic Model of Education Effectiveness (via EBE Great Teaching Toolkit)</b> <i>'The Great Teaching Toolkit places an emphasis on using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately'</i></p> <p>Two staff members will participate in the EBE Assessment Leader programme, developing pedagogy around assessment and all teaching staff will participate in the Assessment Essentials programme to develop a more rigorous understanding of all forms of assessment, in turn supporting children to be more successful through an effective and</p>	<p>1, 2, 3</p>

	research-based approach to marking and feedback.	
1 Decision PHSE Scheme Implemented Across School (+annual subscription)	<p><b>EEF Social &amp; Emotional (+4 Months)</b></p> <p><i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p> <p>1 Decision as a PHSE scheme provides pupils with the opportunity to discuss key aspects of life and possible situations that may arise as they grow up – enabling teachers to use high quality resources to facilitate key conversations.</p>	4, 6, 7
Enhancement & redevelopment of our maths teaching and curriculum planning in line with DfE and EEF guidance (and associated cover costs) & resource costs to support a CPA approach	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3.</p> <p>'Embedding Teaching for Mastery' Working Group as part of the Maths Hub programme.</p> <p>Maths fluency introduced across school and relevant CPD to ensure basic skills are prioritised.</p> <p><b>EEF (+5 Months)</b></p> <p><i>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i></p>	3

<p>Redevelopment of EYFS Outdoor Areas to ensure quality interaction and enhancements</p>	<p>The current EYFS outdoor area has been in place for over 12 years and is need of redevelopment to support the EYFS curriculum, and health &amp; safety considerations.</p> <p>Internal monitoring shows that disadvantaged children, particularly boys, access the outdoor provision more during exploring time, and the area needs to be fit for purpose.</p>	<p>1</p>
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2 X Members of Support Staff Delivering Specialist SALT Provision to Identified Pupils (both FT), including Narrative, Language Link &amp; NHS Programmes + purchase of Language Link subscription package</p>	<p><b>EEF Oral Language Interventions (+6 Months)</b>  <i>‘Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.’</i></p> <p>2 x members of support staff will deliver specialist level SALT support to identified pupils, providing an intense scheme of work to develop language skills on a 1:1/ 1:2 basis. Language skills are weak on entry in FS2, and there is a significant growing need across school meaning capacity needs to be increased.</p>	<p>1, 2, 3</p>
<p>1 x Member of Staff to Deliver Full-Time Nurture Provision for Identified SEMH Pupils &amp; Attend ELSA supervision, along</p>	<p><b>EEF Self-Regulation (+7 Months)</b>  <i>‘Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies</i></p>	<p>4, 5, 6, 7</p>

<p>with 2 other ELSA staff in school + all associated cover costs</p>	<p><i>independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'</i></p> <p><b>EEF Social &amp; Emotional (+4 Months)</b>  <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p> <p><b>EEF Behaviour Interventions (+4 months)</b>  <i>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</i></p> <p>SEMH needs have risen significantly over the last twelve months, with external services at breaking point and waiting lists of up to two years. Ensuring a high-quality provision in school means that pupils with identified SEMH needs can be supported on a daily basis, and self-regulation developed.</p>	
<p>0.5 Learning Mentor Time to Deliver Targeted Social &amp; Emotional Interventions</p>	<p><b>EEF Self-Regulation (+7 Months)</b>  <i>'Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'</i></p> <p><b>EEF Social &amp; Emotional (+4 Months)</b>  <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p>	<p>4, 5, 6, 7</p>
<p>1 x Support Staff Member to Provide Targeted &amp; Specialist TEACCH Support for</p>	<p><b>EEF Individualised Instruction (+4 Months)</b>  <i>'For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the</i></p>	<p>2, 3, 4</p>

<p>Pupil with Complex Needs (many of whom are double disadvantaged)</p>	<p><i>teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.'</i></p> <p>TEACCH provision provides individualised and personalised support for pupils with significantly complex needs, whilst also enabling additional staff members to be released to support disadvantaged pupils without complex needs in class.</p>	
<p>1 x 0.5 TA to Provide Additional Intervention Capacity Using Research-Based Interventions (e.g. Lexia, Nessy) + All Associated Costs</p>	<p><b>EEF Teaching Assistant Interventions (+4 months)</b>  <i>'Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.'</i></p> <p>A member of support staff will deliver targeted catch-up interventions to identified pupils in KS1 on a daily basis.</p>	<p>1, 2, 3</p>
<p>1 x FT TA to deliver phonics keep-up and catch-up from Y1 to Y5.</p>	<p><b>EEF Teaching Assistant Interventions (+4 months)</b>  <i>'Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.'</i></p> <p><b>EEF (+5 Months)</b>  <i>'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.'</i></p>	<p>2, 3</p>
<p>External Counselling service x 1 Day per week</p>	<p><b>EEF Self-Regulation (+7 Months)</b>  <i>'Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are</i></p>	<p>4, 5, 6, 7</p>

	<p><i>more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'</i></p> <p><b>EEF Social &amp; Emotional (+4 Months)</b>  <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p> <p>A highly-skilled private counsellor has been identified to provide one (full) day per week support and intervention with identified children who have significant ACEs to further develop regulation and safety.</p>	
Beanstalk Readers x2 to read 4 times a week with children who do not get the opportunity at home	A large number of our PP children report that they are not read to by an adult at home. Beanstalk readers will provide additional adults to read to children on a 1:1/ 1:2 basis and develop a love of reading.	2, 3, 6, 7
TT Rockstars & NumBots Annual Subscription	Y4 MTC scores were below the local and national average in 2022-23, internal data suggests this is due to a lack of fluency in regards to times tables and associated facts. TT Rockstars and Numbots are used to provide an engaging way of supporting with times tables at home.	3
Embed Launchpad for Literacy in FS2 to develop early language acquisition	<p>SALT needs are significantly increasing year-on-year in FS2. Launchpad for literacy will enable staff to specifically target children and pre-requisite skills to promote accelerated progress in language development. Most children come into FS2 with language below their chronological age, or significant speech impediments.</p> <p><b>EEF (+ 6 months)</b>  <i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</i></p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>0.5 Learning Mentor Time Dedicated to Supporting Pupils with Wellbeing &amp; Mental Health (including but not limited to: anxiety, bereavement, social issues etc).</p>	<p><b>EEF Self-Regulation (+7 Months)</b>  <i>‘Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.’</i></p> <p><b>EEF Social &amp; Emotional (+4 Months)</b>  <i>‘SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’</i></p> <p>The Learning Mentor will have 0.5 of her timetable dedicated to supporting pupils with a wide range of issues that may impact on their ability to learn, covering a wide range of social and emotional factors.</p>	<p>4, 5, 6, 7</p>
<p>Employment of Wellbeing Manager to Work as a Point of Call for Parental Support, Attendance and Safeguarding – Providing a Wide Range of Targeted Pastoral Support to Both Pupils &amp; Families</p>	<p><b>EEF Parental Engagement (+4 Months)</b>  <i>‘Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-</i></p>	<p>4, 5, 6, 7</p>

	<p><i>regulation, as well as specific skills, such as reading.'</i></p> <p><b>EEF Social &amp; Emotional (+4 Months)</b>  <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i></p> <p>The Wellbeing Manager provides an unrivalled support network for families, and is the gateway to many essential services – as well as social and emotional support for families to ensure that pupils come into school ready to learn. She works directly with the EWS &amp; EWO to support families in increasing attendance, conducting first day calls and leading on Safeguarding in school.</p>	
Provide Free Breakfast Club for Eligible PP Pupils from an earlier time of 7:45am	<p><b>EEF Evaluation of Breakfast Clubs (+2 Months)</b>  <i>'My message to schools is this. The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry'</i></p> <p>By offering breakfast Club for free for disadvantaged pupils, a number of benefits are accessed: from a safeguarding perspective, we know that vulnerable pupils are safe in school and have had access to social situations and adult support, attendance is increased as pupils who have been PA are targeted and encouraged to attend and we can ensure that pupils have eaten and are in the best position to learn – also offering a lifeline for families facing financial difficulties.</p>	4, 5, 6, 7
Heavily Subsidised Trips, Experiences & Vocational Opportunities	To ensure that all children are able to attend trips and residential activities, regardless of family circumstances, we contribute for every child to subsidise the cost of visits and experiences. Those children in families with the lowest income will receive additional support,	4, 5, 6, 7



	<p>through discussion with the Headteacher (e.g., support with residential payments).</p> <p>In a similar approach, subsidising after-school clubs for our pupils (and targeting our PP children for this) allows us to ensure our children have access to a wide range of activities to enhance their education and life experiences, broadening their horizons and raising aspirations. This approach also engages parents through financial support.</p>	
Providing Uniform for Vulnerable Families	<p><b>EEF Parental Engagement (+4 Months)</b>  <i>'Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.'</i></p> <p>Whilst EEF evidence is inconsistent in the use of uniform to aid behaviour or learning, we use uniform as a key driver for parental engagement, and as an incentive for parents to apply for the Pupil Premium funding. We also use this as a tool to engage parents in conversation around other key areas of learning and their child's education.</p>	5, 6, 7
Attendance Awards & Incentives (Parents & Pupils)	<p><b>EEF Pupil Premium Guide</b>  <i>'You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19'</i></p> <p>Our own pupil and parent voice show that our families respond well to awards for good attendance. A new system will be introduced this year, focussing on rewarding good attendance through a league system. We will also incentivise this for parents with school uniform vouchers for improved attendance.</p>	4, 5, 6, 7

Online Boxall Profile Subscription	Referenced in DFE Mental Health in Schools guidance	5
Staff training on wellbeing for children (inc. SMHFA training)	Supported by DFE incentive	5
5 Foundations for Effective Attendance fee & DFE Attendance Hub work	<p><b>EEF Pupil Premium Guide</b>  <i>'You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19'</i></p> <p>The 5 Foundations for Effective Attendance is a national, research-based scheme and platform to support schools in developing a culture of high-attendance.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
EWS SLA Increase by 100% to 1 day per week	School will increase support from Barnsley EWS to 1 day per week (increase from 1 day per 2 weeks last year) to increase school's capacity to support parents, and hold parents accountable when required.	5
Subsidised music tuition	All children have the right to learn an instrument. School will heavily subsidise tuition for disadvantaged children.	7
Development of a Hardship Fund	Some parent struggle with attendance due to financial issues, unexpected bills or unforeseen circumstances. A Hardship Fund will be developed to support families in still being able to attend school on time.	5, 6, 7
Contingency fund for acute issues (e.g., supporting refugees)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Below are details of academic outcomes for pupils at the end of the previous academic year, and the impact of how we spent the Pupil Premium Funding.

<b>EYFS</b>	<b>Churchfield (All)*</b>	<b>Churchfield (DIS)*</b>	<b>National (All)</b>
<b>EYFS GLD</b>	69%	<b>59%</b>	65%

<b>Phonics</b>	<b>Churchfield (All)*</b>	<b>Churchfield (DIS)*</b>	<b>National (All)</b>
<b>Y1 PSC</b>	93%	<b>91%</b>	81%
<b>Y2 PSC</b>	97%	<b>92%</b>	87%

<b>KS1</b>	<b>Churchfield (All)*</b>	<b>Churchfield (DIS)*</b>	<b>National (All)</b>
<b>Y2 RWM EXS+</b>	74%	<b>77%</b>	N/A
<b>Y2 RWM GD</b>	14%	<b>0%</b>	N/A
<b>Y2 Reading EXS+</b>	90%	<b>86%</b>	69%
<b>Y2 Reading GDS</b>	24%	<b>14%</b>	18%
<b>Y2 Writing EXS+</b>	74%	<b>77%</b>	61%
<b>Y2 Writing GDS</b>	14%	<b>0%</b>	8%
<b>Y2 Maths EXS+</b>	86%	<b>77%</b>	72%
<b>Y2 Maths GDS</b>	28%	<b>23%</b>	15%

<b>Y4 MTC</b>	<b>Churchfield (All)</b>	<b>Churchfield (DIS)</b>	<b>National (All)</b>
<b>Y4 MTC Average Score</b>	15.2	<b>13.4</b>	20.3

<b>KS2</b>	<b>Churchfield (All)</b>	<b>Churchfield (DIS)</b>	<b>National (All)</b>
<b>Y6 RWM EXS+</b>	44%	<b>31%</b>	59%
<b>Y6 RWM GD</b>	2%	<b>0%</b>	7%
<b>Y6 Reading EXS+</b>	53%	<b>40%</b>	73%
<b>Y6 Reading GD</b>	18%	<b>3%</b>	29%
<b>Y6 Reading Progress</b>	-1.43	<b>-2.82</b>	N/A
<b>Y6 Writing EXS+</b>	65%	<b>55%</b>	71%
<b>Y6 Writing GDS</b>	4%	<b>0%</b>	13%
<b>Y6 Writing Progress</b>	-0.53	<b>-1.18</b>	N/A
<b>Y6 Maths EXS+</b>	56%	<b>45%</b>	73%
<b>Y6 Maths GDS</b>	9%	<b>7%</b>	24%
<b>Y6 Maths Progress</b>	-1.63	<b>-2.41</b>	N/A

The impact of our Pupil Premium strategy can clearly be seen in FS2 & KS1. FS2 GLD was in-line with the national average, with disadvantaged children closing the gap to national versus 2021-22 data. This is despite a significant number of disadvantaged pupils with complex SEND needs and SALT needs. Whilst these children made progress, this was against their individualised targets and not in relation to GLD.

In KS1, the all-children group were above the national average in all areas, with disadvantaged children outperforming 'all' in several categories, and be broadly in-line in most others. This represents the first time that disadvantaged children have outperformed all others, and shows distinct progress versus 2021-22 where disadvantaged children were below the national average in almost all areas.

In terms of phonics, almost all disadvantaged children reached the expected standard, being significantly above the national average for all children. For the children that did not pass the PSC, 2 were new to school with little English, and all others were significant and complex SEND.

This shows that the systems and work that has gone into early intervention, and the children who have been exposed to this strategy for the majority of their school life, are now seeing the benefits as this feeds through school and into KS2.

Attainment at KS2 (both Y6 & Y4) was down on 2021-22 (that year was above or in line with national). However, this data set was cohort specific and impacted by absences during SATs week. A Y6 & Y4 strategy has been devised and put in place for 2022-23. We recognise there is still work to do to ensure that the disadvantaged gap closes for KS2, and that the progress in lower school continues to upper. The gap between DIS and ALL has stayed the same from 2021-22 to this year, despite lower results. A review on 2022-23 data has been carried out, and next steps put in place for 2023-24, particularly in reading.

Attendance was broadly in line with the national average for all pupils over 2022-23, with PA falling from a high of 30% in January to 19% by the end of the year. Disadvantaged attendance remained higher and is still a priority moving into 2023-24. This data was impacted by a small number of pupils with significant attendance issues, as well as several significant bouts of illness across school. Our own intelligence suggests that the main factor for disadvantaged attendance issues has been parental influence, as well as newly-developed fear of infectious conditions post-COVID.

In 2022-23 school played a significant role in supporting families of disadvantaged children, or those just above the threshold through various challenges (i.e., poverty). Over 500 free places in holiday clubs were created, the free breakfast club offer expanded, as well as providing an in-house foodbank and uniform bank to parents.