



Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Aughton Christ Church C of E Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	7.6 %
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	David Kennedy
Pupil premium lead	David Kennedy
Governor lead	Rob Macleod

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24, 475
Recovery premium funding allocation this academic year	£ 2000
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	£ 26, 475



Part A: Pupil premium strategy plan

Statement of intent

At Aughton Christ church C of E Primary School every child is unique. As stated in our mission statement:

- We educate pupils intellectually, socially, morally, aesthetically, physically and spiritually within a school firmly based on Christian principles.
- We also enable pupils to develop their talents, establishing positive and realistic goals. We encourage in pupils a sense of decency, respect for others, commitment, self-reliance, responsibility and a healthy self-esteem.
- We help pupils to take their place in the community and to encourage an appreciation of the world in which they live.
- We prepare pupils for the next stage of their education.

Our objective for disadvantaged pupils is that they make outstanding progress across the curriculum; socially, morally, aesthetically, physically and spiritually. This is in line with their peers and in line with our mission statement objectives.

At the heart of our plan is:

The identification of the individual needs of children and any barriers to success.

High quality first teaching and innovative ways of addressing needs to ensure good progress and attainment is maintained.

Our plan is also designed to ensure that strategies do not impact or negate the needs of all children and indeed work to ensure good progress and attainment for all.

As a school we ensure disadvantaged pupils are challenged in the work that they're set, act early to intervene at the point need is identified and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our key principles

- We carefully identify the needs of our children and review this regularly.
- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Our strategy is linked to our school mission statements, curriculum intent and SIP.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.



Challenges

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

Challenge number	Detail of challenge
1	Reading progress and attainment and engagement with texts for identified Pupil Premium children with SEND.
2	Lower attainment and progress for some Pupil Premium children in reading, writing and maths than that of non- Pupil Premium children.
3	Behavioural, social and emotional and mental well-being issues can impact upon access to learning.
4	Attendance rates for some Pupil Premium children has historically been below that of school average.
5	Home liaison and opportunities to access extra-curricular support and opportunities.
6	Financial and organisational restraints for children to take opportunities to engage with wider and extra-curricular activities.
7	Opportunities to access to after school provision.

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
Higher rates of progress and attainment and interest generated in reading.	Children who are Pupil Premium children particular with SEND making more rapid progress in reading.
Higher rates of progress and higher attainment for pupil eligible for PP	Pupil Premium children making more rapid progress and attaining higher in reading, writing and maths .
Improvement of social and behavioural issues amongst identified children	Fewer social and behavioural issues presented and recorded.
Improved emotional well being	Identified Pupil Premium children will present as emotionally well across school. A lower number of children on the vulnerable list.
Improved attendance rates	Overall attendance of Pupil Premium children continues to show improvement in line with that of non-PP children.
Home liaison, homework support and opportunities to access extra-curricular support	Identified Pupil Premium children engaged with out of school work and extracurricular activities as appropriate to support learning and development.
Restraints for children to take opportunities to engage with wider and extra-curricular activities	Identified Pupil Premium children participating in identified extra-curricular opportunities.
Access to afterschool provision	Pupil Premium children to successfully access afterschool provision allowing structure and support for family life.



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: £ 11938.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and regular coaching for all staff of a DfE validated Systematic Synthetic Phonics programme to ensure fidelity and secure stronger phonics teaching for all pupils.	Consistent and high-quality 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 with SEND. Intervention that is consistent and targeted forms an integral part of this approach.	1 and 2
Training for staff to ensure that diagnostic phonics assessments are interpreted and administered correctly and used to inform strong intervention.	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.	1 and 2
Year 5 teacher to launch and run FBA to target PP children. Brilliant book award in Year 2	We want to invest some of the PP funding in longer projects and strategy which will have longevity and impact. Developing strategies, clubs and texts is something we can embed across school in teaching and learning and through extra-curricular activities.	1 and 2
Class teachers and T.As to lead small group provision and intervention in reading and maths for identified PP children who are not on track. Initiatives to include ELS, Code breakers, school developed programmes and overlearning. PP children to have abilities and interests identified and bespoke provision put in place where appropriate.	One to one and small groups support outside the taught lesson increase pupil confidence and embed key learning as well as ensure gaps in learning are catered for. Some identified PP children are making less progress than other pupil across school and therefore not meeting expected standard. Some PP children have clear abilities which can be further supported and enhanced through these additional opportunities.	1 and 2



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

Budgeted cost: £ 13, 335.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Class teachers and T.As to lead small group provision and intervention in reading, writing and maths for identified PP children who are not on track. Initiatives included Code breakers, before school lessons, IDL and overlearning.</p>	<p>One to one and small groups support outside the taught lesson increase pupil confidence and embed key learning as well as ensure gaps in learning are catered for. Children make good or better progress in reading, writing and maths.</p> <p>Some identified PP children need targeted support groups to make progress and meet identified targets.</p>	<p>1 and 2</p>
<p>Allocated pastoral lead to work one to one with individuals.</p>	<p>Consistent and regular support over time with a key adult has been recommended as a positive strategy with high Impact in discussion with family and Well Being Services and the emotional impact on vulnerable children.</p> <p>Regular contact with families to support attendance and punctuality has created stronger links with parents and created better engagement with attendance and punctuality.</p>	<p>3 and 4</p>
<p>School allocate a pastoral lead who will track monitor and work with PP children and other identified vulnerable children.</p> <p>Identified children to participate in social skills groups and Lego therapy.</p> <p>Identified children have learning pastoral mentor, behaviour support plans if necessary and strategies in place where appropriate.</p> <p>Meet and Greet service for identified children in the morning.</p>	<p>Support from external agencies and MASH recommend support strategies that will ensure children are supported appropriately.</p> <p>Regular contact with families to support attendance and punctuality has created stronger links with parents and created better engagement with attendance and punctuality.</p>	<p>3 and 4</p>



Year 5 and 6 playtime leaders and buddies trained to support identified children.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of attendance. Absences followed up quickly through office staff and Headteacher alerted to follow up as well. Work with parents to ensure attendance rates improve.	Attendance for some children in PP groups is below that of the school average. Close monitoring and support for children and families regarding attendance has shown to improve this.	4
External clubs, extra-curricular activities and bespoke curriculum activities identified and provided where appropriate.	<p>Support given with transporting children ensures children engage in extracurricular activities when appropriate.</p> <p>Access to after school provision promotes positive social opportunities and improves well-being and self-esteem.</p> <p>Bespoke curriculum activities designed for individuals raise motivation, self-esteem and engagement in learning.</p> <p>Extended opportunities provided were identified for selected children. Identified PP children do not always participate in appropriate extra-curricular clubs, school events or take musical opportunities.</p>	5 and 6 and 7
PE Plus targets identified children for physical development	Children become more motivated and successful in physical activity with small group and 1 to 1 development. This allows them to access competitive events and improve physical well-being and long-term life opportunities.	3

Total budgeted cost: £ 26, 475



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 2021/2022 academic year.

Data for pupil premium children in 2021 for Year 6 reflective of internal data – no external data available due to COVID-19						
Impact shown through internal assessment of attainment at the end of Year 6 in 2021. <small>*2019 data also shown as last external data set for comparison</small>	Pupils eligible for PP			Pupils not eligible for PP		
	2022	2021 <i>Internal data</i>	*2019	2022	2021 <i>Internal data</i>	*2019
Expected standard in maths	100 %	100 %	100 %	90%	96 %	90%
Expected standard in Reading	100 %	50 %	66.6 %	90 %	93%	87%
Expected Standard in writing	100 %	100 %	100 %	90 %	96%	94%
Current Attainment across school 2022		Pupils eligible for PP across school reaching expected standard				
Expected standard in maths		60%				
Expected standard in Reading		47 %				
Expected Standard in writing		53 %				

The Schools pupil premium plan had a positive impact on all pupils in 2020/2021 and 2021/2022.

Identified children across KS1 made good progress in phonics. Our phonics attainment in **2021 was 91%** and in **2022 93% for all children** at the end of Year 1.

During school closure periods pupil premium (PP) children and other identified vulnerable children were also able to access live lessons through school supported laptops schemes and also one to one teaching on live lessons and in school for children as necessary.

During any school closure period, emotional and wellbeing support was given for any identified individual to support needs both online in in person as appropriate.



Identified children engaged with out of school work and extracurricular activities as appropriate to support learning and development and there was improvement of social and behavioural issues amongst identified Pupil Premium children.

Across school in the since school closures, our pastoral lead was able to work with 48 children across school including pupil premium to support emotional health and well-being and lead no worries and anxiety courses for identified children. This is an on-going provision that is essential in our support for children and their families who require more pastoral care.

Attendance was 92.5 % attendance for Pupil Premium group which, whilst below school average is above the national average. Any identified Pupil Premium children have had support in attendance and seen attendance improve over the year.



Further information

Aughton Christ Church C of E Primary School's use of pupil premium and catch up funding supports our most vulnerable children and works alongside our School Improvement Plan to improve our education and wider experiences for all children.

School works hard to ensure the initiatives outlined in the plan meet the needs of the identified children and supports the initiatives from funding outside of the pupil premium budget.

In addition to targeted areas to support children within our clear strategy, the school considers the need of pupil premium and vulnerable children when planning the wider curriculum.

Our curriculum intent outlines that we prepare all children at the school for the opportunities, responsibilities and experiences of later life through developing resilience, independence and confidence.

Outdoor learning is one key aspect of delivering the school's curriculum intent. In addition to curriculum work in the outdoors, we provide four residential opportunities at Crosby Marina, camping at Rock and River Outdoor Pursuits Centre, camping and river study work at Waddecar and a residential at Tower Wood Outdoor Education Centre. These opportunities include a 5 week kayaking course, campfires and outside cooking, beach walks, sailing at Crosby Marina, camping expeditions, team building activities, navigation, fell walking and other outdoor and adventurous activities.

The outdoor education experiences we provide are always inclusive of all children and ensure every child has the opportunity to learn and engage with the outdoors to support them in their short-term development and long-term life well-being.

The school's wider budget, use of premium funding and School Improvement Plan continue the development of these curriculum initiatives to meet our curriculum intent for all children.