



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Aughton Christ Church C of E Primary School |
| Number of pupils in school | 208 |
| Proportion (%) of pupil premium eligible pupils | 6.7% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 2022/2023 2023/2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | David Kennedy |
| Pupil premium lead | David Kennedy |
| Governor lead | Andrew Graham |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 23485 |
| Recovery premium funding allocation this academic year | £ 2030 |
| 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 | £ 25, 515 |



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 attainment and engagement with texts and reading for interest for PP boys. |
| 2 | Lower attainment and progress for some PP children than that of non-PP children. |
| 3 | Behavioural and social issues can impact upon access to learning. The school closures as a result of Covid- 19 have had further negative impact for some children. |
| 4 | Emotional and Mental wellbeing is a barrier that has been identified and magnified following the pandemic. |
| 5 | Attendance rates for some PP children has historically been below that of school average. |
| 6 | Home liaison, homework support and opportunities to access extra-curricular support and opportunities. |
| 7 | Financial and organisational restraints for children to take opportunities to engage with wider and extra-curricular activities |
| 8 | Access to afterschool 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 attainment and interest generated amongst boys with reading | Boys who are PP children making more rapid progress in reading. |
| Higher rates of progress and higher attainment for pupil eligible for PP | PP children making more rapid progress and attaining higher in reading and maths . |
| Improvement of social and behavioural issues amongst identified children | Fewer social and behavioural issues presented issues recorded. |
| Improved emotional well being | Identified children will present as emotionally well across school. A lower number of children on the vulnerable list. |
| Improved attendance rates | Overall attendance of PP 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 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 children participating in identified extra-curricular opportunities. |
| Access to afterschool provision | 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 |
|---|--|-------------------------------|
| Purchase and training 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. | 1 and 2 |
| Training for staff to ensure that phonics assessments are interpreted and administered correctly. | 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 |
| Purchasing Boy friendly texts. Year 5 teacher to launch and run FBA to target PPP 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: £ 12 376.25

| 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.</p> <p>Some identified PP children need targeted support groups, especially in light of school closures and Covid-19, 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, especially in light of Covid-19 and the emotional impact on vulnerable children.</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>Year 5 and 6 playtime leaders and buddies trained to support identified children.</p> | <p>Support from external agencies and MASH recommend support strategies that will ensure children are supported appropriately.</p> | <p>3 and 4</p> |
| <p>Forest School lead to lead Forest school sessions for Year 1.</p> <p>Focus on social and communication development.</p> | <p>Pandemic has created less opportunities for important communication, social and emotional skills to be developed. Forest School initiatives in small groups will promote opportunities for these key areas to be developed.</p> | <p>3 and 4</p> |



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

Budgeted cost: £ £1200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>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.</p> | <p>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.</p> | <p>5</p> |
| <p>External clubs, extra-curricular activities and bespoke curriculum activities identified and provided where appropriate.</p> | <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>Musical 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> | <p>6 and 7 and 8</p> |
| <p>PE Plus targets identified children for physical development</p> | <p>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 wellbeing and long term life opportunities.</p> | <p>4</p> |

Total budgeted cost: £ £ 25, 515



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 2020 to 2021 academic year.

| Data for pupil premium children in Year 6 reflective of internal data – no external data available since 2019 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 | |
| | 2021 | *2019 | 2021 | *2019 |
| Expected standard in maths | 100% | 100 % | 96 % | 90% |
| Expected standard in Reading | 50 % | 66.6 % | 93% | 87% |
| Expected Standard in writing | 100 % | 100 % | 96% | 94% |
| Attainment across school 2021 | Pupils eligible for PP across school reaching expected standard | | | |
| Expected standard in maths | 53% | | | |
| Expected standard in Reading | 67% | | | |
| Expected Standard in writing | 40% | | | |

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

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

During any school closure period pupil premium (PP) children and other identified vulnerable children were also able to access live lessons through school supported lap tops 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 PP children.

Attendance was 95.4 % attendance for PP group which, whilst below school average is above the national average, despite the pandemic. Any identified PA children have had support in attendance and seen attendance improve over the year.



Further information

Aughton Christ Church'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 three residential opportunities at Crosby Marina, camping at Rock and River Outdoor Pursuits Centre and a residential at Tower Wood Outdoor Education Centre. These opportunities include a 6 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 SIP continue the development of these curriculum initiatives to meet our curriculum intent for all children.