# CHBP Federation Pupil Premium Strategy Statement 2022-2023

## This statement details both 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 schools.

## School overview

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| Detail | Data |
| Federation name | Church Hill and Brunswick Park Federation |
| Number of pupils in Brunswick Park Primary and Nursery school  | 457 |
| Number of pupils in Church Hill Primary School | 211 |
| Proportion (%) of pupil premium eligible pupils in Brunswick Park Primary and Nursery | 18% |
| Proportion (%) of pupil premium eligible pupils in Church Hill School | 16% |
| Academic year/years that our current pupil premium strategy plan covers  | 2022-23 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | November 2023 |
| Statement authorised by | Mr A Griffiths and Ms Georgie Wheeler  |
| Pupil premium lead | Mrs Karen Wright |
| Governor  | Natalie |

**Funding overview**

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| **Detail** | **Amount** |
|  BP Pupil premium funding allocation this academic year | £112,850 |
| CH Pupil Premium funding allocation this academic year | £42,935 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our Federation is committed to raising the attainment and progress of our pupils and diminishing the difference for the disadvantaged pupils through challenge for all, a shared ethos, equality of opportunity and Parent Partnerships.We aim to inspire the children to be the best they can be through high quality teaching, targeted academic support and the use of evidenced based wider approaches. We have high expectations for all, identify barriers through rigorous monitoring and swiftly employ targeted support to address these.Last year, by the time our disadvantaged pupils left us, they were performing well above other pupils nationally and locally. They made rapid progress from their starting points, supported by targeted interventions, and left fully prepared for the next stages of their lives.This plan identifies the possible barriers for our disadvantaged pupils, reflects the legacy of the global pandemic and plans for the progress and achievement of all so they can reach their potential.  |

## Challenges

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

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| Challenge number | Detail of challenge  |
| **1** | **Vocabulary and Language** * Some more able pupils lack the breadth & depth of vocabulary to reach higher levels of achievement
* There are identified pupils who have specific speech and language difficulties which impact on their social and emotional development and their achievement.
* There are identified pupils who do not have the wider life experiences, rich reading experiences or rich discussion at home to have developed a broad vocabulary.
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| **2** | **Reading Fluency and Reading Comprehension** * Many pupils have not experienced a variety of genre, which are appropriately challenging outside of school, to develop a love of reading and a richness of vocabulary
* These pupils are likely to lack the skills to respond to texts with depth and precision.
* As a result of limited reading experience at home, and/or a specific SEND need, some pupils are at risk of not acquiring the skills in phonics to become fluent, confident readers.
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| **3** | **Problem solving in Mathematics** * The legacy of Covid-19 means that some of our children have gaps in their maths knowledge and this is particularly evident in elements of reasoning/ problem solving /vocabulary.
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| **4** | **Emotional literacy and self-regulation*** Identified pupils have limited emotional vocabulary and resilience. They struggle to express emotions and to employ strategies for self-regulation.
* Some pupils struggle in identifying their strengths and needs and, in articulating these.
* The periods of remote learning and isolation due to the pandemic have deprived some pupils of opportunities to develop resilience and independence. This is particularly noticeable for our youngest pupils.
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| **5** | **The financial and emotional impact of the COVID-19 pandemic** * Environmental factors such as insecure housing, financial worries and difficulty accessing services have worsened, and this has had an impact on both parents and children’s wellbeing. The current economic situation continues to impact the families
* Some parents lack the subject knowledge or confidence to support pupils with homework.
* Many families are experiencing increased financial hardship which further limits the breadth of enriching experiences children are able to access outside of school.
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| **6** | **Attendance** * A small group of pupils have attendance of below 90%.
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## 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.

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| Intended Outcome | Success Criteria |
| Challenge 1: Vocabulary and Language |
| Pupils have the broad, rich vocabulary necessary to achieve greater depth in writing and reading. Pupils with speech and language delay are swiftly identified and effective interventions put in place to support them.A broad, rich curriculum, and enrichment opportunities such as participation in the arts, trips and online workshops, support pupils to develop a broad vocabulary. The curriculum embraces WoW events and authentic outcomes. Further Links to Challenge 4  | Conversations with pupils demonstrates a richer vocabulary. Pupil books and other evidence demonstrate at least good progress from their starting points in vocabulary and language.Pupils accurately use and apply the key vocabulary taught or acquired, through reading and experiences they can use language to express themselves by applying the language appropriately.The percentage of pupils passing the phonics screening in Year 1 is above 90%, so it is above local and national averages. |
| **Challenge 2: Reading Comprehension and Reading Fluency** |
| Pupils read a wide range of appropriately challenging texts and develop a love of reading.Pupils take part in a wide range of enriching opportunities to support a love of reading such as author visits and workshops.Pupils make rapid progress in phonics as a result of quality first teaching. Pupils are supported to keep up through targeted interventions.Pupils are able to respond to texts with depth and precision.Disadvantaged pupils, who do not read regularly at home, read regularly with an adult in school. Support and guidance is provided to parents so they can effectively support reading at home. | All disadvantaged pupils across the school, consider themselves as a reader. The percentage of pupils passing the phonics screening in Year 1 is above 90%, so it is above local and national averages.All disadvantaged pupils have made good progress from their starting points and are confident readers. Pupils can talk about a wide range of genre and express their opinions based on their reading experiences.Lesson observations, learning walks and book looks indicate that children are able to respond appropriately with depth and precision, both verbally and in writing through the quality of teaching is good or better in all classes.  |
| **Challenge 3: Problem Solving in Mathematics** |
| Gaps the maths knowledge and vocabulary for disadvantaged pupils particularly elements of reasoning and problem solving, are addressed through quality first teaching and interventions. | Children will have the maths knowledge and vocabulary required, to respond to appropriately challenging questions and tasks evidenced by lesson observations, learning walks and book looks.  |
| **Challenge 4: Emotional Literacy and Self-Regulation** |
| Pupils talk positively about themselves as learners. Pupils can confidently express their achievements, needs and challenges and talk about strategies they can use to support themselves, as well as how adults can support them.Pupils have the emotional vocabulary to, express feelings, and use self-regulation strategies. Staff understand behaviour as communication and the possible barriers to learning which affect emotional regulation. Class staff know where to access support and guidance to effectively support their pupils Relevant staff work in partnerships with parents to provide support. | Pupils are able to express feelings and use self- regulation strategies effectively. Collaboration and partnerships ensure bespoke effective support is in place. Pupils feel happy, safe and well supported in school. They are supported to be calm, alert and ready for learning.Parents have an understanding of strategies  |
| **Challenge 5: The financial and emotional impact of COVID 19** |
| Parents know how to support their children (emotional wellbeing and academically), and are fully involved in the school community.Families are signposted and supported by school. Additional environmental / financial barriers, in the present cost of living crisis, are identified and positive actions are swiftly taken to help mitigate these. | Pupils feel happy, safe and well supported in school. They are supported to be calm, alert and ready for learning.Parents know how to access support and feel well supported. As a result, there are high levels of engagement with home learning and school-life. Fiscal supports accessed by families increase engagement in schooling. |
| **Challenge 6: Attendance** |
| Attendance is not a barrier to achievement or wellbeing for pupils. Pupils want to be in school. Attendance of disadvantaged pupils is in line with the attendance of non- disadvantaged pupils. | The attendance of the targeted pupils demonstrates evidence of rapidly improving attendance as a result of the interventions put in place. Attendance of disadvantaged pupils is in line with the attendance of non- disadvantaged pupils |

## 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 Church Hill School £23,350 Brunswick Park: **£** 52,034

Sports Funding Church Hill £ 17,808 Brunswick Park £19,595

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff CPD linked to effective marking feedback, and use of self and peer assessment. Training will ensure impactful responses from marking with clear expectations. Monitoring systems indicate impact and next steps: book looks, learning walks, pupil assessment information, end of Key stage outcomes.  | EEF Toolkit (2021) states feedback has a high impact (+6 months) for low cost. It states that lower attaining pupils particularly benefit from explicit feedback. There is evidence that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement. Feedback in the moment addresses misconceptions.  | 1, 2, 3, and 4. |
| Lesson Study Cycle with a focus on adaptive teaching.This research based approach is a collaborative approach with professional dialogue to assess, plan, deliver and review quality first teaching through an inclusive approach. Staff CPD will be linked to this. | Lesson Study was extremely useful professional development, teachers valued the opportunity to collaborate with colleagues in a structured way, and several improvements to practice were observed as a result of the programme when we have run it previously. It has been particularly effective at improving the progress for targeted individuals who teachers identified as previously making slower progress. | 1, 2 and 3 |
| Staff CPD linked to the effective teaching of phonics through the introduction of ELS and Sounds and Syllables programs.Monitoring systems indicate impact and next steps: book looks, learning walks, pupil assessment information, end of Key stage outcomes.External monitoring will inform the school improvement planning.  | The EEF Toolkit states that phonics approaches have been consistently found to be effective in supporting pupils to master the basics of reading, with an average impact of an additional +5 progress. Use of small tuition groups is identified as supporting +4 months progress | 2 |
| Staff CPD linked to effective teaching of whole class guided reading, specifically focusing on fluency and comprehension.Release of Reading Lead and English Subject Lead to support with planning, and to team teach with staff.Monitoring systems indicate impact and next steps: book looks, learning walks, pupil assessment information, end of Key stage outcomes. | EEF Toolkit states that the average impact of reading comprehension strategies is +6 progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text Successful reading approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide motivation and impact.The approach for KS2 is informed by Research from Christopher Such – The Art and Science of Teaching Primary Reading (2021) | 2 |
| Maths CPD to include the use of reasoning, problem solving and vocabulary to revise and secure core number skills. Dedicated weekly arithmetic is included.Feedback from maths book look indicates challenge and mastery will be most impactful for our disadvantaged pupils.  | Internal school data showed that opportunity for mathematical challenge and vocabulary requires greater opportunities.  | 3 |
| Staff CPD and further revision of curriculum maps and knowledge organisers to outline the key vocabulary to be taught in each unit, and how to explicitly teach new vocabulary. | Internal moderation and assessment indicates progress in pupil’s vocabulary. Lesson observations indicate the consistent explicit teaching of vocabulary with scaffolding and active learning. | 1 |
| Release for AHTs to lead programme of LSA training and development. | LSAs need to have the appropriate CPD and guidance to ensure that the interventions that they are delivering are effective. EEF Toolkit indicates that when LSAs deliver interventions that are clearly structured and when they have had appropriate training they can be highly effective providing +4 mths progress | 1,2 and 3 |
| Continued purchase of online programmes and subscriptions to support home learning including: Time Tables Rockstars, MyMaths, Numbots, Developing Experts ELS E books and Sounds and syllables. Accelerated Reader and MyOn subscription | EEF states that studies involving home learning using digital technology typically have greater impact (+ 6 months) than paper based home learning. It also states that to maximise impact, it also appears to be important that students are provided with high quality feedback on their work and that the work set relates to revision of core skills and is linked closely to work set in class. These programmes meet the above criteria. They reduce the need for parents to have the subject knowledge necessary to support their child. | 1, 2 and 3 |
| Redevelopment of the outdoor EYFS environment is continuing, so that it supports higher levels of challenge. | High quality outdoor provision will support progress through allowing higher levels of challenge. | 1, 2 and 3 |
| Continued investment in the school library, reading and book corners to ensure they are impactful and develop a love for reading all pupils. | School information shows that most of our disadvantaged pupils do not access public libraries and have limited reading material at home. Therefore, it is essential that we provide a wide selection of engaging books in school. The implementation of an online library system means pupils are recommended new books based on what they have already read which increases motivation and engagement. | 1 and 2 |
| Funding used to support cost of employing additional teachers to provide high quality specialist music, art and PE provision. | Specialist provision ensures that pupils have access to consistently high quality teaching and these staff support on specialist to have ‘expert’ knowledge. This ensures that we deliver a high quality, enriching wider curriculum to all pupils, including those who are disadvantaged. | 1 and 4 |
| Community DevelopmentTo reinstate the opportunities for parental partnership and co-production. Events include coffee mornings, curricular information events, workshops and celebration events.  | Following periods of Covid the parental support and engagement levels were decreased. | 5 |

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

Budgeted cost Church Hill **£:12,795** Brunswick Park **£51,180**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Early Bird Booster programmes.Every disadvantaged child will be invited to at least one block of interventions during the year. This will address gaps as well as provide challenge across the curriculum.  | The EEF Toolkit states that phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional +5 progress. | 2 |
| Year 6 Maths, GPS, Spelling and Reading Booster and Challenge groups before school. | Achievement data for previous years shows that these interventions have been highly effective resulting in the school consistently performing well above national and local averages at the end of KS2 in terms of Reading, GPS, writing and Maths.  | 1, 2 and 3 |
| Additional 1:1 reading support 4 times per week. for the lowest 20% | In school evidence indicates that for a target group of disadvantaged pupils a lack of regular reading at home results in slower progress. Pupils need regular reading opportunities with an adult to build fluency, comprehension and confidence. | 1 and 2 |
| Language Enrichment Programme Y1 and Y2 written by a speech therapist to address the oral needs of pupils following the Covid PandemicOTTO project in Key stage 1 is based on an occupational therapy programme to develop handwriting together with Gross motor skills. This is part of the Recovery Program from the Covid Period. | EEF Toolkit states that the average impact of oral language interventions is approximately an additional 6+ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact overall. The Initial Report of Oracy All Parliamentary Committee (Dec 2020) states that ‘Oracy provides a gateway not only to improved reading and writing, but also to learning across the whole curriculum for children and young people throughout their schooling.’ | 1 |

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

Budgeted cost: Church Hill **£6,790** Brunswick Park **£9,636**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of Pastoral Lead support targeted pupils and families. This includes signposting, universal support for safeguarding and behaviour management. It includes fiscal support and liaison with multiple professionals | Education Endowment Fund Teaching and Learning Toolkit research states behaviour management intervention has a high impact (+4mths). Positive results include increased time for learning, reduced low level disruption and increased parental engagement. | 4, 5 and 6 |
| Workshops (in person and online), trips and whole class lessons to support participation in the arts. This includes multiple WOW events planned across the curriculum to provide life skills and inspire learning. e.g Dinosaur visits, Chocolate factory visit, Rock Steady Crew.-Y4 Whole Class Instrumental Tuition-Y2 Infant Music Festival- Residential tripsFood trust Swimming LessonsFinancial support is also arranged on an individual basis. | The EEF Toolkit states that overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional +3 progress. These activities also help support engagement and wellbeing. | 1, 5 |
| Staff CPD on adaptive teaching and self-regulation.  | EEF Teaching and learning Toolkit demonstrates the positive impact of self-regulation. Studies show +8 months can be achieved in primary settings | 4 |
| Subsidised or free attendance at activity clubs, or breakfast and after school clubs.Support for Attendance monitoring and actions to increase attendance and punctuality for disadvantaged pupils. | Breakfast and After School Club supports parents to be able to work. Breakfast Club also supports attendance and transition into school in the morning. Activity clubs linked to sport support pupil motivation, behaviour, physical and mental health and attendance which impacts positively on achievement. | 6 |
| Community DevelopmentTo reinstate the opportunities for parental partnership and co-production. Events include coffee mornings, curricular information events, workshops and celebration events.  | Following periods of Covid the parental support and engagement levels were decreased. Recovery guidance from the local authority and research, together with internal assessment and teacher assessments continue to identify concerns which have a direct correspondence to the periods of lost learning and missed social skill development.  | 5 |

**Total Federation budgeted cost: £155,785**

# 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 to 2022 academic year.

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| The progress and achievement for the disadvantaged cohort was monitored and evaluated through the careful use of both formative and summative assessments. These included* Book looks and internal moderation for core subjects (including NFER tests, phonics screening, use of accelerated reading assessments, spelling frame tests)
* Learning walks, pupil progress meeting, reading logs and book looks,

Internal School data shows the following outcomes:

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| Church Hill end of Key stage | Reading | Writing | Maths |
| WT | WA | WGD | WT | WA | WGD | WT | WA | WGD |
| End of KS2 |  |  |  |  |  |  |  |  |  |
| End of KS1 |  |  |  |  |  |  |  |  |  |
| Brunswick Park end of Key Stage  | Reading | Writing | Maths |
| WT | WA | WGD | WT | WA | WGD | WT | WA | WGD |
| End of KS2 (10 pupils) | 4 | 6 |  | 4 | 6 |  | 2 | 8 |  |
| End of KS1 (16 pupils) | 4 | 10 | 2 | 4 | 9 | 3 | 5 | 9 | 2 |

Positive outcomes noted through pupil conferencing, teacher assessment and professional dialogues indicated:* Home learning engagement increased as platforms were introduced to provide carefully tailored programs. Hence, the children are supported and challenged at a level which is appropriate. Pupils were more motivated
* Recovery planning is continuing and this is meeting ongoing academic and social, emotional needs. This is monitored regularly and informs school development planning.
* Mental wellbeing is continuing to be supported through pastoral and parental engagement.
* Attendance data indicates breakfast clubs helps with punctuality but there are continued pockets of disadvantaged pupils who require continued support to increase attendance and so increase learning opportunities.

BP Phonics Pass Rate Y1 2021-% Phonics Pass Rate Y2 Nov 2021-22:%BP Phonics Pass Rate Y1 2020-21: 79% Phonics Pass Rate Y2 Nov 2020-21: 88%CHP  |