

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	Christchurch Junior School
Number of pupils in school	490 (85PP)
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sam Fuller Headteacher
Pupil premium lead	Vick Withey
Governor / Trustee lead	Maggie Fidler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,910
Recovery premium funding allocation this academic year	£11,890
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	£116,800

Part A: Pupil premium strategy plan

Statement of intent

At Christchurch Junior School, it is our intention that all children, irrespective of their background or the challenges they may face, will achieve excellence both in their learning and in their lives. We want to equip them to be successful, confident, contributors and responsible citizens.

The focus of our pupil premium strategy is three-fold:

- 1) Driving up standards and attainment across the school through quality first teaching, having high expectations and developing our relationships with the children we teach.
- 2) Targetting support and interventions to challenge and extinguish the disadvantage gap.
- 3) Improving well-being and increasing the wider opportunities available to our disadvantaged children by building cultural capital and poverty proofing the school day.

Our strategy is also integral to our wider MAT excellence strategy working towards world class outcomes for all of our children. The children and their needs are placed at the centre of all that we do and we work towards excellence through forensic data analysis and consistent implementation of strategies to support, leading to the narrowing of gaps year on year.

Our Strategy relies on all stakeholders having shared responsibility and accountability for any child who as an individual is disadvantaged. Within this we include supporting the needs of children who may not be in receipt of pupil premium funding but who may be vulnerable, such as children with a social worker.

Further, the strategy has been designed to be responsive to both common and individual challenges that are faced by our pupils.

To ensure it is effective in challenging disadvantage and closing the attainment gap, we will ensure:

- staff take time to get to know all pupils as individuals.
- there is shared understanding that early intervention is key to making progress.
- all pupils are challenged by the learning they are given, including high attainers.

Challenges

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

Challenge number	Detail of challenge
1	<p>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 and writers</p>
2	<p>Internal and external assessments indicate that Reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Ex+ at the end of KS1 was 68% for PP children and 77% for Non-PP. Ex+ at the end of KS2 was 86% for PP children and 94% for Non-PP.</p> <p>This gap remains steady to the end of KS2.</p>
3	<p>Internal and external assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Ex+ at the end of KS1 was 64% for PP children and 70% for Non-PP. Ex+ at the end of KS2 was 68% for PP children and 85% for Non-PP.</p> <p>An attainment gap exists between disadvantaged and non-disadvantaged learners in writing, especially in spelling, grammar and punctuation across year groups.</p>
4	<p>Internal and external assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Ex+ at the end of KS1 was 72% for PP children and 82% for Non-PP. Ex+ at the end of KS2 was 82% for PP children and 92% for Non-PP.</p> <p>This gap remains steady to the end of KS2.</p>
5	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
6	<p>Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

	<p>Referrals for support have markedly increased during the pandemic. Currently there are 63 pastoral cases who require additional support, 25 of whom are disadvantaged.</p> <p>There are 19 children receiving small group interventions: Nurture Group 1 - 6 Year 3 pupils attending, 4 are PP Nurture Group 2 - 6 Year 3 pupils attending, 2 are PP Big Life Journal Club – 7 Year 5 pupils attending, 4 are PP</p>
7	<p>Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.</p> <p>The attendance review in November showed that PP attendance was 3.1% below non-PP.</p> <p>Whole school attendance 95.4%</p> <p>PP = 93.9%</p> <p>Non-PP = 95.8%.</p> <p>PP girls = 96%</p> <p>Non-PP girls = 95.8%.</p> <p>PP boys = 92.6%</p> <p>Non-PP boys = 95.7%</p> <p>Since 16th October 2020 PP boys have had consistently lower attendance and this will be a focus for the attendance team.</p> <p>As of 14th Decemeber 2021 we had 98/490 classes as persistent abentees but when covid related illnesses were removed it went down to 31/490 (6%).</p> <p>Our assessments and observations along with national studies indicate that absenteeism negatively impacts on disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve phonics skills among disadvantaged pupils.	Assessments and observations indicate significantly improved phonic skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in phonics lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils at the end of KS2	The gap in KS2 reading outcomes between PP and non-PP has narrowed

	year on year and shows that more disadvantaged pupils are meeting the expected standard.
Improved Writing attainment for disadvantaged pupils at the end of KS2.	The gap in KS2 reading outcomes between PP and non-PP has narrowed year on year and shows that more disadvantaged pupils are meeting the expected standard.
Improved Maths attainment for disadvantaged pupils at the end of KS2.	The gap in KS2 reading outcomes between PP and non-PP has narrowed year on year and shows that more disadvantaged pupils are meeting the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing year on year by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils .
To achieve and sustain 95% or above for all pupils, whether disadvantaged or non-disadvantaged.	<p>Sustained high attendance in 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being 95% or above and the attendance between disadvantaged pupils and their non-disadvantaged peers being in line. • the percentage of all pupils who are persistently absent (not linked to covid) reducing year on year.

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:

Cost of PP Passport time	£458
Cost of Maths technology	£4000
Cost of bookshop visits	£600
Total	£5058

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Activities to support narrowing the attainment gap between disadvantaged and non-disadvantaged learners:</p> <ul style="list-style-type: none"> • Further staff knowledge of Walkthrus to improve teaching practice with a specific focus on instructional coaching ensuring that teachers make use of whole class, evidence based strategies. • Upskill support staff with appropriate approaches and pedagogy for teaching/play interventions • Embed the new marking and feedback policy in Autumn term 2021, including the use of pupil 	<p>WalkThrus - evidence-informed teaching strategies curated into six strands:</p> <ol style="list-style-type: none"> 1. Behaviour and Relationships 2. Curriculum Planning 3. Explaining and Modelling 4. Questioning and Feedback 5. Practice and Retrieval: Building secure long-term memory and fluency 6. Mode B Teaching: Delivering a range of learning experiences to deepen and extend learning: <p>www.walkthrus.co.uk</p> <p>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:</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement has been shown to have a positive impact on progress:</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5 and 6

<p>conferencing so that it is used effectively to support disadvantaged learners in moving forwards and making excellent progress. Focus on PP children being included in small group and one to one feedback sessions.</p> <ul style="list-style-type: none"> • Improve knowledge of each disadvantaged learner as an individual through the use of PP Passports to identify strengths, barriers to learning and strategies to remove barriers. Time given to teachers to work with additional adults on these and to ensure that the profile of each disadvantaged learner is raised, staff are aspirational for each learner and excellent outcomes are achieved. • Use of class dojo to keep in touch with parents of pupils who are struggling to engage. 		
<p>Activities to improve Reading:</p> <ul style="list-style-type: none"> • Invest in Reading Plus scheme. 	<p>Engaging in different reading comprehension strategies has a high impact on reading comprehension progress. Alongside phonics it is a crucial component of reading instruction:</p>	<p>2 and 5</p>

<p>Reading Eggs scheme.</p> <ul style="list-style-type: none"> • raise the profile of reading across the school through incentivising use of Reading plus. Each month the reader of the most words will be awarded a book voucher. Also awards for children who make the greatest effort to engage which will ensure that weaker readers are recognised. • 4 or 5 children who have put in a good effort and take to choose a book in local bookshop. • Take PP children in the mini bus to Library and local bookshop to join up and choose a book. 	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>Activities to improve Maths attainment:</p> <ul style="list-style-type: none"> • Use of technology. Use Third Space Learning – carry out some pupil interviews to find out how this has gone for those it has worked well for. • MyMaths, Century and IXL used to provide intervention and ongoing opportunities for practice. • Children identified for interventions through 	<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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</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>4 and 5</p>

<p>a variety of means e.g. data, teacher feedback etc.</p> <ul style="list-style-type: none"> • Incentivising in some way TBC. • Use of TT Rockstars to improve automaticity. • Introduce Maths Champion award to develop positivity about the subject. Not necessarily awarded to those who are gifted in maths but to those who have demonstrated resilience. 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

3 x main scale supply for 1 day per week for 38 weeks	£20,196
Cost of PP Lead	£11,489
Cost of TA interventions	£4640
SENSS assessments etc for PP	£800
The Brilliant Club	£2148
Recovery Premium (NTP)	£11,890
Total	£51,163

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Activities to address the attainment gap that has widened as a result of the pandemic:</p> <ul style="list-style-type: none"> • Engaging with the National Tutoring Pro- 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4 and 5</p>

<p>gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Activities to close the attainment gap in Reading, Writing, Maths and Phonics:</p> <ul style="list-style-type: none"> • Increase the capacity of qualified teachers to a minimum of one day per week per year group. Teaching is focused on need, takes account of the data available and is overseen by each class teacher to ensure best progress is achieved. Year teams choose how to deploy additional staff to best suit their needs. Planning for disadvantaged pupils is mindful of curriculum equity to ensure children do not always miss out on the same lessons/activities. 	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>When deployed correctly, teaching assistants can provide a large, positive impact on learner outcomes. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4 and 5</p>

<ul style="list-style-type: none"> • Year 3 weekly phonics intervention for those children who did not pass the Year 1 phonics test. Whole class phonics taught weekly. • TA led interventions in RWM – 2 hours per year group per week with PP priority. • Run 'The Brilliant Club' with a group of Y5 more able writers (75% disadvantaged) 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Welfare officer	£22,451
ELSA support worker	£15,705
Listening Ear 5 children (7 sessions @ £400 per child)	£2800
Holiday club provision	£5000
All subsidised trips, visits, music lessons, recorders, uniform grants etc	£10,000
The Fresh Air Club	£3000
Guinea Pig Care Club	£244
Resources for Wellbeing support	£750
Big life Journal @ £18.90x21 copies	£400
Lego therapy training £195 per person (JC & KB)	£390
Total	£60,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-Being Support Activities:	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and	5 and 6

<ul style="list-style-type: none"> • Pupil and Family Support Manager (JC) + Welfare Officer (KB) working with pupils and families. • Use of My Concern and referrals to Pastoral team to engage with families under stress/those facing the greatest challenges. • Pilot use of questionnaire at the beginning and end of certain academic and pastoral interventions to assess pupil well-being and resilience. • Additional Lunchtime support 3x per week by KB. • Nurture playground covered by TAs. • Listening ear counselling service. • Holiday provision. • Mind Dorset visits – counselling with individual children in Y6 that includes a member of staff one day per week – 5 children for 5 sessions each. 5 new pupils each half term (NB – this provision is for Y6 only). • Resources for Wellbeing Support eg Big Life Journals for use in ELSA sessions. 	<p>in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
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<ul style="list-style-type: none"> • Guinea Pig Care club (PP Priority). • Develop social skills and managing emotions by funding 2 x staff for Lego therapy training to be further disseminated to support staff. 		
<p>Activities to increase cultural capital and poverty proof the school day:</p> <ul style="list-style-type: none"> • Subsidised Fresh Air Club • Subsidised trips and visits. • Subsidised Music lessons and after school clubs with priority given to PP children • PP children provided with a free recorder in Y3. • Library/Book trip. • The Brilliant Club. • Uniform grants. • All PP parents informed of club funding. Track club attendance through registers. 	<p>By poverty proofing the school day we will raise the self-esteem of our most disadvantaged children, therefore placing these children in a better position for learning. Also, by providing pupils with new opportunities, they will be able to make links between their learning and other life experiences.</p> <p>The EEF state that physical activity has important benefits in terms of health, wellbeing and physical development. Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF state that there is an evidence base indicating that outdoor adventure learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience: Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	5 and 6

<p>Activities to close the attendance gap that exists between our disadvantaged and non-disadvantaged pupils:</p> <ul style="list-style-type: none"> • Attendance is tracked and reviewed half-termly to termly by SLT. Evidence of actions to support families to improve attendance levels on an individual basis is recorded. • Table Tennis breakfast club targeted at those who struggle to attend once per week (Tuesdays). 	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>7</p>
<p>Contingency fund for acute issues</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £116,961

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.

Review: Last year's aims and outcomes

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Disadvantaged pupil progress scores for last academic year

Measure	Score (EXS+)
Reading	86% PP / 94% non-PP
Writing	68% PP / 85% non-PP
Maths	82% PP / 92% non-PP

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	55% PP / 81% non-PP
Achieving high standard at KS2	0% PP / 17% non-PP

Aim	Outcome																																
QF teaching to narrow the gap in attainment between PP children and non-PP children	Teachers undertook training in Walk thrus and Rosenshine Principles. Walk-thrus were embedded across the school.																																
Improved KS2 mathematics results compared to KS1	EXS+ at KS1 was 72% and upon leaving KS2 EXS+ 82%, a 10% progress improvement during their time in the school.																																
PP chn make progress from KS1 (and from baseline assessments) in reading, writing and maths to address the achievement gap on entry to the school	<p>PP children have made good progress in their time in KS2, with the attainment of these children higher when they left CJS. However, non-PP children have also made good progress hence the gaps have not been extinguished.</p> <table border="1"> <thead> <tr> <th>EXS+</th> <th>PP KS1</th> <th>Non-PP KS1</th> <th>Gap at KS1</th> <th>PP KS2</th> <th>Non-PP KS2</th> <th>Gap at KS2</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>68</td> <td>77</td> <td>9</td> <td>86</td> <td>94</td> <td>8</td> <td>-1</td> </tr> <tr> <td>Writing</td> <td>64</td> <td>70</td> <td>6</td> <td>68</td> <td>85</td> <td>17</td> <td>+11</td> </tr> <tr> <td>Maths</td> <td>72</td> <td>82</td> <td>10</td> <td>82</td> <td>92</td> <td>10</td> <td>0</td> </tr> </tbody> </table>	EXS+	PP KS1	Non-PP KS1	Gap at KS1	PP KS2	Non-PP KS2	Gap at KS2	Change	Reading	68	77	9	86	94	8	-1	Writing	64	70	6	68	85	17	+11	Maths	72	82	10	82	92	10	0
EXS+	PP KS1	Non-PP KS1	Gap at KS1	PP KS2	Non-PP KS2	Gap at KS2	Change																										
Reading	68	77	9	86	94	8	-1																										
Writing	64	70	6	68	85	17	+11																										
Maths	72	82	10	82	92	10	0																										
Ensure that high attaining PP pupils are identified and given support	Teachers aware of all PP pupils and their needs. Teachers identified how they challenged higher attaining PP pupils																																

	within class through questioning, scaffolding up and HA interventions.
Strengthen parental engagement	Parental engagement has been strengthened throughout the pandemic through the use of Google Classroom and Class Dojo. Class Dojo has been carried forward as an effective method of communication with families that have been previously hard to reach. Those families that do not engage with dojo and other more traditional means are monitored, approached in other ways and referred to pastoral care/SMT if appropriate
PP children show confidence and resilience as learners	Positive feedback from parents and staff re engagement throughout lockdowns and return to school. Children with low confidence/resilience identified and targeted in small learning intervention groups or by the pastoral team/TAs.
Increase the involvement of disadvantaged children in the school's wider offer of music and sports clubs. Ensure that disadvantaged children participate fully in all aspects of school life and are given opportunities outside of term time	The club offer was greatly depleted due to the pandemic. Where clubs were running priority was given to PP children. This will continue into the new academic year with attendance by PP being monitored by the administration team.
Attendance of PP children is in line with that of all children and in cases where this is not achieved, evidence of actions to support families to improve attendance levels	The attendance review in May showed that PP attendance was 4.2% below non-PP. PP = 93.60%/non-PP = 97.10%. PP girls = 95.5%/Non-PP girls = 97.7%. PP boys = 91.9%/ 97.8% = non-PP boys. Y3 had 3 children on a part-time timetable. All PP children whose attendance was a concern were identified and the steps to improve attendance shown. 2 PP families received fines for attendance (7 in total).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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Online Maths Tutoring - £1,085.25	Third Space Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.