



## 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	Christ Church New Malden CofE Primary
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	45 children 9.96% (at Dec 21)
Academic year/years that our current pupil premium strategy plan covers <a href="#">PP 3year strategy 2020-2023 Sept 2020.docx</a>	Strategy covers 2020-2023
Date this statement was published	17.12.21
Date on which it will be reviewed	Jul 2022
Statement authorised by	Tabitha White
Pupil premium lead	Alex Roe
Governor Lead	Rob Shrimpton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	54455.00 (Based on Census Jan 21 figure of 37)
Recovery premium funding allocation this academic year	£5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 64072</b>

# Part A: Pupil premium strategy plan

## Statement of intent

- At CCNM, our pupils from disadvantaged backgrounds are a small group and numbers vary across year groups and classes. Many of these pupils have additional barriers to learning, some join us from other schools. We intend for all of our pupils from a disadvantaged background to leave CCNM as confident individuals who are the best person they can possibly be, reflecting our school motto 'Becoming the people God made us to be'
- Common barriers to learning for disadvantaged children have been identified as less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and / or 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 will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

## Challenges

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

	Detail of challenge
1	<u>Attendance and punctuality</u> Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. Attendance and punctuality is below that of peers, this has been compounded by parental anxieties around COVID-19;
2	<u>Readiness to learn</u> Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience.
3	<u>Communication and interaction</u> Disadvantaged pupils (some) in the EYFS have lower than typical starting points when entering Reception.

4	<p><u><i>Attainment and progress</i></u></p> <p>Pupil Premium children have lower attainment and make slower progress rates than their peers. PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children. Levels of engagement in remote/on school education varied during the pandemic. Lack of access to appropriate technology during the first COVID-19 lockdown resulted in a significant widening of the attainment gaps for some Pupil Premium children as they were unable to access daily learning.</p>
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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.

Intended outcome	Success criteria
Identification of barriers to learning	Key staff will have a clear understanding of an individual's barriers to learning and individual challenges enabling support to be matched to specific challenges.
For all disadvantaged pupils to attend school regularly and on time.	There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils. Attendance and punctuality of targeted pupils will improve to be inline with all pupils.
Reduction of the gap in communication skills compared with baseline entry information.	Clear identification of children with communication needs. Referrals to SaLT for advice as required. Identified baseline of key skills, intervention and support in place and reviewed. The % of disadvantaged pupils achieving on-track in Literacy is at least in line with all other areas.
Identified gaps in learning between peers and disadvantaged children closes.	Data reflects a close in attainment and progress gaps between disadvantaged and non-disadvantaged peers. Disadvantaged children attend high-quality targeted intervention and access quality first teaching.

## 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: £ 21,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff training in NELI for Early Years</i>	Internal data shows that the number of children entering school in Sept 2021 requiring speech production support or communication support is the highest rate than previous years. • Early years interventions EEF T&L toolkit	1,2,3
<i>Targeted TA training sessions</i>	TA training to target effective use of TA time and strategies. Key focus on : scaffolding, Use of manipulatives in maths, use of recent technology, implementation of new KS2 reading intervention. EEF Recommendations : making use of teaching assistants.	1,4
<i>Quality first teaching project</i>	'great teaching is the most important lever schools have to improve pupil attainment Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them ' EEF:	4
<i>Whole school CPD for maths mastery approach</i>	School to engage with INSET and targeted support from Christina Wood (AfC) and maths lead. • EEF T& L toolkit, teacher subject knowledge • EEF T &L toolkit, mastery teaching  CW - meeting maths and Y5 staff and staff training	4
<i>Mental health support links</i>	Children who are emotionally secure are ready to learn and make progress. "NHS research suggests that 1 in 6 UK school children struggle with mental health. Mental health challenges make it difficult for children to achieve high grades, form friendships and make positive choices that can impact the rest of their lives."	2,3
<i>Attachment aware award</i>	'rates of mental ill health do increase as children get older, early intervention is key to giving young people the best start in life.' (Mentally healthy schools)  In school information and the demands for time with our pastoral mentors has increased during the last year.	1,2,3

<i>Additional Staff CPD</i>	Additional training courses for maths / literacy lead. Leadership release time	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 34650

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Early years language and 50% communication needs</i>	To improve speech and language skills in Reception through the use of 'Nuffield Early Language Intervention.'	2,3
<i>Targeted intervention sessions: TA early morning groups  Additional 2hrs daily afternoon groups for targeted children KS2  Teacher -led &amp; focused groups - Spring Term 21</i>	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils.  Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality.  All classes have been allocated funding to target groups of children outside of the school day to focus on identified gaps in learning.	2,4
<i>Tutoring : National Tutoring Programme  School-led tutoring</i>	Online tutoring was not evidenced by CCNM in the review July 2021 to be as effective for some children in the school - online tutoring in Autumn 21 was implemented for a very specific group of 3 children who had previously worked successfully with the same tutor.  "School-Led Tutoring is designed to help close the education gap between pupils and their peers." 2 staff have been nominated to complete NTP training and target 21 children.	4
<i>Y5 maths groups</i>	Reduction in group sizes for middle and lower attainers with the additional group being taken by SENCO.  School evidence that a small, targeted number of children benefit from smaller group and additional support to succeed. School have carefully considered groupings / use of staffing so that disadvantaged children are taught by highly-qualified staff with an understanding of challenges to learning.	4
<i>Support and consultation with</i>	50% of children on the current Headways caseload have been identified through school progress meetings as	2,3,4

<i>Educational Psychology</i>	requiring consultation and direct work with the school's allocated Educational Psychology service	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance</b></p> <p><i>Who: specific target on pupils identified as persistent absentees 20-21</i></p> <p><i>Separate attendance strategy developed.</i></p> <p><b>Attendance strategy 2021-...</b></p> <ul style="list-style-type: none"> <li>• <i>Monthly review of attendance with monitoring letters sent.</i></li> <li>• <i>Attendance mentor / champion to celebrate children's attendance.</i></li> <li>• <i>Attendance administrator to be tenacious is the tracking and following up of non-attendance.</i></li> </ul> <p><i>Review approach to engaging children with their own attendance</i></p> <p><i>SENCO enrolled on 'Engaging parents' project</i></p>	<p>Discussion with EWO that clear communication is key to parental engagement to target persistent absentees.</p> <p>School based evidence from previous PA children demonstrated that engaging children in attendance was effective.</p>	4
<p><b>Social interactions, all disadvantaged pupils</b></p> <p><i>'Pencil case voucher' for all KS2 children.</i></p> <ul style="list-style-type: none"> <li>• <i>Residential school trips subsidised for Years 5 &amp; 6</i></li> </ul> <p><i>Monitoring of club attendance and extra-curricular activity / let's lead</i></p> <p><i>Link with local independent school to offer swimming lessons to all Y6 children.</i></p>	<p>As we come out of restrictions, school trips will resume,. Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital</p>	2
<p><b>Parental engagement</b></p>	<p>AR to join an engaging parents course 2022.</p>	1,2,4

<p><i>Christ Church recognises that some parents are challenged to engage in parent's evening via virtual meetings - parents invited to face-to-face.</i></p> <p><i>Virtual parents evenings attendance to be monitored for engagement with school.</i></p> <p><i>Developing additional ways to bring parents into school.</i></p>	<p>MHST offer for groups of parents to access additional support.</p>	
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**Total budgeted cost: £ 62,650**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

*The school has a 3 year pupil premium strategy which can be found here:*

[https://docs.google.com/document/d/1S2sqY8vTdzxeCY88WME9I2I\\_5QJoqkR-/edit?usp=sharing&oid=105476426182522009687&rtpof=true&sd=true](https://docs.google.com/document/d/1S2sqY8vTdzxeCY88WME9I2I_5QJoqkR-/edit?usp=sharing&oid=105476426182522009687&rtpof=true&sd=true)

*Analysis of school data for Autumn 2021 is found here:*

 **INCLUSION DATA OVERVIEW AUTUMN 2021**

### 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
Wordshark spelling	
Timestable rockstars and Numbots	
Ready to go resources to support maths mastery	Third Space learning
Project Code X reading	Oxford

### Service pupil premium funding (not applicable to CCNM)

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.*

Links to evidence cited in this statement

EEF school transition toolkit	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a>
EEF - making use of teaching assistants	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>
EEF : High Quality teaching	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>
Use of manipulatives in maths	<a href="https://www.ncetm.org.uk/features/representations-in-our-primary-video-lessons/">https://www.ncetm.org.uk/features/representations-in-our-primary-video-lessons/</a>  <a href="https://thirdspacelearning.com/blog/maths-manipulatives-primary-maths-mastery-free-resource/">https://thirdspacelearning.com/blog/maths-manipulatives-primary-maths-mastery-free-resource/</a>
EEF: Mastery approach	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>
Emotional resilience in schools.	<a href="https://www.annafreud.org/schools-and-colleges/">https://www.annafreud.org/schools-and-colleges/</a>
Attachment aware award	<a href="https://www.mentallyhealthyschools.org.uk/resources/attachment-aware-schools/">https://www.mentallyhealthyschools.org.uk/resources/attachment-aware-schools/</a>
Impact of mental health on learning	<a href="https://shawmind.org/how-mental-health-affects-education/">https://shawmind.org/how-mental-health-affects-education/</a>
Grouping for maths	<a href="https://educationendowmentfoundation.org">https://educationendowmentfoundation.org</a>

	uk/education-evidence/guidance-reports/implementation
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