

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	Churchfields, the Village School
Number of pupils in school	127
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2021/22 2022/23 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	October 2024
Statement authorised by	Ed Latimer-Sayer
Pupil premium lead	Simon Fatcher
Governor lead	David Pritchard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,140
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years	£2,951
Total budget for this academic year	£28,411

Part A: Pupil premium strategy plan

Statement of intent

Churchfields, the Village School inspires all our learners, including disadvantaged learners, to become Reflective, Resourceful and Resilient. We provide an environment which nurtures individual children's spiritual, academic, physical and social development within the context of Christian values, to secure pupils' future success, health and wellbeing.

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve highly in all areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high-attainers.

We will consider the challenges faced by our disadvantaged pupils, which may include pupils who are young carers and those with a social worker. Support will therefore be provided taking individual circumstances into account and focus on activities that will have maximum impact on learning.

The provision and development of quality first teaching is a cornerstone of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and simultaneously will benefit our non-disadvantaged pupils. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved upon alongside improved attainment and achievement of their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through tutoring provision for pupils whose education has been the worst affected as a result of the COVID-19 pandemic. This will include both our disadvantaged and non-disadvantaged pupils.

Our approaches will be responsive to findings from robust diagnostic assessment, not assumptions about the impact of disadvantage. Each approach will complement each other and focus on the needs of the individual to help pupils excel. We will ensure we have high expectations of all learners which will be reflected in the work we set, and intervene promptly and decisively when pupils fall behind.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education and wellbeing 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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
2	Internal assessments indicate that disadvantaged pupils' phonics achievement and attainment has declined as a result of school closures during the pandemic.
3	Several disadvantaged pupils have social and emotional issues that prevent them from learning effectively. Teacher referrals for support markedly increased during the pandemic and our ELSA provision requires expanding to accommodate these requirements.
4	Internal monitoring indicates that our disadvantaged pupils are frequently not able to articulate what they need to do to improve their work. Triangulation using other activities (e.g. work scrutiny) indicates this is as a result of a Marking and Feedback Policy that is being inconsistently applied or/and is not as effective as it could be.
5	Attendance of our disadvantaged pupils is below non-disadvantaged pupils yet it is essential they attend school to reduce the attainment and achievement gap. Attendance of our disadvantaged children was 93.74% in 2020-21, compared to 98.16% for the non-disadvantaged. 27.78% or 5 in total of disadvantaged pupils were persistently absent over the same period, compared to 0.83% or 1 in total of non-disadvantaged pupils.

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
Improved maths attainment for disadvantaged pupils at the end of Key Stage Two.	End of Key Stage Two maths outcomes in 2023/24 are in line with the national averages for non-disadvantaged pupils.
Improved reading attainment for disadvantaged pupils at the end of Key Stage Two.	End of Key Stage Two reading outcomes in 2023/24 are in line with the

	national averages for non-disadvantaged pupils.
Improved Phonics Screening Check (PSC) and Multiplication Tables Check (MTC) attainment among disadvantaged pupils.	PSC and MTC outcomes in 2023/24 are in line with the national averages for non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by qualitative data from pupil voice, parent surveys and teacher observation; and an increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by a decline in the overall absence and persistent absence rates so that it is in line with non-disadvantaged pupils nationally.

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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised, diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Monitoring indicates pupils make measurable improvements in their knowledge and skills.</p>	1

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<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>Staff report higher confidence in the teaching of phonics.</p> <p>Children’s phonics screening check scores improve beyond initial predictions.</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school.</p> <p>We will allocate funding for an independent maths consultant to visit the school and work with the maths leader to make recommendations on how to improve our maths provision overall and for disadvantaged learners specifically.</p> <p>We will allocate funding to secure a maths consultant to train staff to improve our maths provision overall and for</p>	<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>The maths subject leader will be more confident at identifying areas for improvement.</p> <p>Staff feel more confident at delivering the maths curriculum in a way that focuses further on the needs of disadvantaged learners.</p>	<p>1</p>

disadvantaged learners specifically.	Disadvantaged learners make accelerated progress in maths where they have fallen behind.	
Teacher CPD for “Marking for Impact” which will provide training and guidance to enable high quality feedback to be provided to children so they know how to improve their work.	<p>Wiltshire Council School Effectiveness trials have indicated this strategy improves the quality of teacher feedback to pupils, and the subsequent progress they make as a result:</p> <p>https://secure2.sla-online.co.uk/v3/Resources/Page/22027</p> <p>Pupil voice indicates that they know how to improve their work.</p> <p>Associated tutoring allows pupils to make additional progress.</p> <p>Pupils use a wider range of vocabulary when speaking and writing.</p>	4

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been	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:	1

most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,411

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional support.</p> <p>Social and Emotional Learning based approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>A new ELSA will be trained to ensure adequate provision is in place to meet the needs of both bases.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour, relationships with peers and attendance):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3, 5
Contingency fund for acute issues.	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.	All

Total budgeted cost: £28,411

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.

Our internal assessments during 2020/21 indicated that the performance of disadvantaged pupils in both core and non-core subjects was lower than we anticipated before the start of the pandemic.

Despite Churchfields' disadvantaged pupils having end of Key Stage Two attainment and achievement scores in line with non-disadvantaged pupils nationally in 2019/20, the detrimental impact of the pandemic has meant that 2020/21 outcomes were not realised.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of Google Classroom and online resources such as those provided by Oak National Academy.

All of our disadvantaged learners were offered a school place during national school closures. The vast majority of these children took up a place which supported their academic and social/emotional wellbeing.

Attendance of our disadvantaged children was 93.74% in 2020-21, compared to 98.16% for the non-disadvantaged. 27.78% or 5 in total of disadvantaged pupils were persistently absent over the same period, compared to 0.83% or 1 in total of non-disadvantaged pupils. This is the reason why attendance is a focus of our current plan.

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 are aim this year is to increase our capacity so we can meet the needs of all children.