

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	Churchdown School
Number of pupils in school	1489
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2025
Date this statement was reviewed	October 2023
Date on which it will be reviewed	October 2025
Statement authorised by	D Potter
Pupil premium lead	J Hilton
Governor / Trustee lead	Mr C Widden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 244k
Recovery premium funding allocation this academic year	£ 55k
Pupil premium funding carried forward from previous years	£NIL
Total budget for this academic year	£ 299k

Part A: Pupil premium strategy plan

Statement of intent

As a school we have heavily invested in the strategies identified by the Education Endowment Foundation. The EEF, as part of their tool kit, state that schools should strengthen the link between the pupil premium provision and teaching. This includes prioritising the recruitment, retention and development of effective teachers. With reference to their tool kit, Churchdown has invested in supporting our pupil premium students through high impact strategies such as feedback, metacognition and self-regulation of their learning.

At Churchdown we have used the fund to take away any barrier to students' engagement with these powerful teach-first strategies. Therefore, our strategy to close the pupil premium gap is based on ensuring our students are in school every day, ready to learn and are taking part in high quality teaching and learning.

Challenges

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

Challenge number	Detail of challenge
1	<u>Year 6 Transition</u> Students feeling happy and feel safe and confident to start Churchdown in year 7. This is a concern as the students had a disrupted end to their primary school time and therefore the potential for their attainment gap to widen is a challenge as is ensuring their mental well-being is positive.
2	<u>Assess all students' academic progress</u> We tested all students with diagnostic quizzes at the end of the summer term as well as NGRT reading. From here all teachers were able to analyse the responses and plan accordingly for day 1 of learning in September. As a department, all teachers could also meet, collaborate and plan departmental strategies that will reply to gaps in knowledge. During the opening two weeks of lessons, all students in all classes will go through further diagnostic quizzes in their lessons for the same purpose. We have opted for quizzes and not formal exams due to the students' well-being and not overloading them with long answer tests upon their return to school. We also understand that assessment of the students' progress is fundamental to their success as teachers are responsive in their teach first strategies.
3	<u>Assess all students' well-being</u> To help overcome this challenge all of the pastoral team (Leadership team, heads of year, support staff) will form a Complex Needs Team to help identify

	<p>any concerns around well-being or engagement with their education. The Complex Needs Team will then action high impact strategies for positive change.</p> <p>Updated safeguarding practice and whole-school support strategies will also be communicated to staff with relevant training being put in place. This will therefore keep the safeguarding of students' well-being fluid and safe over the long-term.</p>
4	<p><u>Targeted support for students who have fallen behind</u></p> <p>It is very important that our teaching practice in lessons continues to ensure all staff are highly effective at:</p> <ul style="list-style-type: none"> • Live marking • Gaining purposeful feedback from students • Planning accordingly so gaps in knowledge are closed at source and not accumulated over time. Here all staff have allocated lesson time to deliver 'pause lessons' where any gaps in knowledge are in lesson time. • Our SENCO will conduct learning walks to ensure the in-class provision of SEND students is in place and high impact for their learning. • A designated lead in achievement has also been appointed who will oversee the progress of all KS3 students. This is because the transition period from KS2 to KS3, in particular, can have large negative effects on students' learning. • Department leaders will hold teach meet strategy meetings for the PP students. The purpose will be to identify the support each student needs both in the classroom and out. Information will be gathered via pupil voice and lesson observations.
5	<p><u>Making technology available</u></p> <p>We have mapped out the provision that is needed and have ensured all the students who need the additional provision have it. We are committed to ensuring no student goes without the ICT provision that they need.</p>
6	<p><u>Teacher support</u></p> <p>We recognise that the best route to closing the attainment gap is to ensure every teacher is as good as they possibly can be for the students they teach, in particular PP students. Those teachers who qualified this year also had a shorter year, as did teachers taking part in their ECT year. Therefore, the programme our ECT teachers normally take part in has been rewritten to accommodate this and ensure all teaching is of the highest standard. In some cases, this included teachers engaging in summer educational programs.</p>
7	<p><u>Parent and carers support</u></p> <p>We understand the whole 'team' around a child will need support. Here we serve to ensure our parental information evenings are used to ensure all parents and carers are ready for the year ahead. Beyond this global provision, our pastoral team have engaged more with the vulnerable families to ensure whatever provision and support is needed, is in place.</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
The attainment gap continues to close for our pupils.	Feedback from assessments and testing, book reviews, departmental reviews and student voice are all positive indicators of the student's progress.
All our students engage positively with their education, both in school and independently when at home.	Attendance and punctuality data, positive behaviour is high for all students, in all years. We will provide professional development for Assistant Heads of Year who will give needed support for the students.
A full, rich and broad curriculum is delivered and engaged with by all students.	Our most vulnerable students remain engaged with their education as seen in their attendance and behaviour profile. Students are also well prepared for the next stage in their education.
Every student has full ICT provision in place for their learning.	ICT provision is accessed by all pupils that ensures all students and all teachers have access to the learning platforms that will be used to enhance the learning of the curriculum.

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.

Budgeted cost: £179'903

Activity	Evidence that supports this approach	Challenge number(s) addressed
	The Education Endowment Foundation has set out the highest impact six strategies that they suggest should be used in schools to close any performance gaps. These are highlighted by the key headings below.	
Director to oversee the academic progress of all KS3 students.	Targeted support for students who have fallen behind in their learning or are vulnerable to falling behind	1, 2
Department Leaders to oversee the academic progress of all students as well as take part in a leadership programme themselves.	An analysis of the student's academic progress that then informs all teachers planning and provision in the classroom	4
Our ICT manager is to carry out a full audit and deploy needed ICT provision	Making technology available for all students	5
Enhanced ECT provision and staff development.	Teacher training with a particular focus on ECT	6
Family liaison officer to work closely with vulnerable families to provide services and support as needed so that the children can access a full education. The members of the Complex Needs Team is to broaden to include a FT EWO; School Counsellor; Student Mentors; Alternative Provision Lead	Parent and carers support and provision	7

Targeted academic support

Budgeted cost: £104'000

Activity	Evidence that supports this approach The Education Endowment Foundation has set out the highest impact six strategies that they suggest should be used in schools to close any performance gaps. These are highlighted by the key headings below.	Challenge number(s) addressed
Curriculum Hub Lead who writes and delivers enhanced curricular provision for vulnerable students.	Targeted support for students who have, or are vulnerable to falling behind.	2,3
School led Tutoring and intervention	Targeted support for students who have fallen behind	4
Subject Specialist LSA's to support students in their learning	Teach first provision of SEND students has the largest impact for our students' learning.	4

Wider strategies

Budgeted cost: £20'480

Activity	Evidence that supports this approach The Education Endowment Foundation has set out the highest impact six strategies that they suggest should be used in schools to close any performance gaps. These are highlighted by the key headings below.	Challenge number(s) addressed
Director of Engage to lead on the key strategies that tackle low attendance, low resilience and improve engagement with school.	Assess all students' mental well-being and plan accordingly to ensure all students engage with their education	3

Total budgeted cost: £298'383

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.

In 2019, the impact of our Pupil Premium strategy showed positive initial impact. As a cohort of disadvantaged students in Year 11, our low and middle attaining students achieved above national average for the progress they have made in Churchdown School. This showed how the strategies we use in Churchdown are starting to have a positive impact with our students' outcomes. The high attaining disadvantaged students scored below the national average. The gap closed with this group of students, but as a school who strives for the very best, we acknowledge we are not there yet with closing this performance gap. A summary of the progress made by our pupil premium students, by prior attainment, is illustrated below.

	Pupils	Average GCSE Grade	Average GCSE Value Added	English (best) Grade	English Value Added	Maths Grade	Maths VA	Attendance
All Pupils	228	5.0	● +0.7	5.5	● +0.6	4.6	+0.3	● 94%
Female	110	5.3	● +0.8	6.0	● +0.8	4.7	+0.4	● 95%
Male	118	4.8	● +0.6	5.0	+0.4	4.6	+0.1	● 93%
Higher	30	6.6	● +0.6	6.8	+0.3	6.4	+0.1	● 96%
Middle	141	5.3	● +0.8	5.8	● +0.7	4.9	+0.3	● 95%
Lower	56	3.5	● +0.5	4.2	● +0.6	3.0	+0.3	● 91%
FSM6	27	4.4	+0.4	4.6	0.0	4.3	+0.2	● 91%
Not FSM6	201	5.1	● +0.8	5.6	● +0.7	4.7	+0.3	● 95%

The outcomes for all our students was significantly above national average. Students in receipt of the Pupil Premium achieved positive VA of +0.4. Even though this is not significantly above national average, it is inline with non-pupil premium students nationally. This achievement is, in part, due to the high attendance rate that the students achieved which is significantly above the national average.