# Pupil premium strategy statement- 2022/2023

##  This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 CEP Academy Folkestone  |
| Number of pupils in school  | 421 |
| Proportion (%) of pupil premium eligible pupils | 46% (191 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Robin Flack  |
| Pupil premium lead | Robin Flack/Rebecca Perkins  |
| Governor / Trustee lead | Ron Chitty  |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £271,460 |
| Recovery premium funding allocation this academic year | £28,565 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £300,025 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Pupils at Christ Church CEP Academy who are eligible for PP will make expected progress in Reading, Writing and Mathematics through quality first teaching and interventions where identified as appropriate. We aim for disadvantaged pupils to have access to a wide range of interventions and support in school to meet their individual needs.We provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, through incentives focusing on the whole family; therefore, closing the gap between themselves and non-disadvantaged pupils and thus enabling them to access the full Christ Church learning experience. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and wellbeing.  |

## Challenges

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | A high percentage of persistent absenteeism of pupils eligible for PP. |
| 2 | Some PP pupils feel unsafe and experience challenging home lives impacting on their readiness to learn.  |
| 3 | Pupil premium children are not always able to reach their full academic potential.  |
| 4 | A significant amount of children start school below age expectations, particularly in speech and language.  |

## Intended outcomes

|  |  |
| --- | --- |
| Intended outcome | Success criteria |
| Pupil premium attendance and punctuality increases.  | Attendance of identified PP pupils increases and the gap between PP and non PP narrows.  |
| Pupils identified as vulnerable/or in need access intensive pastoral support.  | Children are provided with pastoral care, guidance and support in response to challenging home lives. This will raise self-esteem and self-worth, increasing their readiness to learn.  |
| Pupils make at least expected progress in reading, writing and maths.  | Gap will close in progress made between PP and non PP pupils.  |
| Pupils eligible for PP will make rapid progress in all areas of the EYFS curriculum closing the gap to meeting age related expectations.  | Pupils in the early years will access experiences and interventions to accelerate speech and language skills and overall development. |

## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 260,875

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pupil Mentor | Support from the Pupil Mentor raises self-esteem and self-worth, increasing readiness to learn for our most vulnerable pupils.  | 2,3,4  |
| Forest School  | Forest School provides an alternative curriculum for pupils to raises self-esteem and self-worth, increasing readiness to learn for our most. Overall, impacting positively on mental health and behaviour for learning.  | 2,3,4  |
| QI Team  | The quality intervention team are targeted to address/close the learning gaps for targeted pupils. Evidence for this will be within the school attainment data.  | 2,3,4  |
| Read, Write Inc  | The established phonics programme continues to ensure children reach their full potential in reading.  | 2,3,4,  |

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

Budgeted cost: £ 30,850

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Tutoring  | Tutoring is targeted to address/close the learning gaps for highlighted pupils. Evidence for this will be within the school attainment data. | 3,4,  |
| PP/ EAL 1:1 Tutoring  | Tutoring is targeted to address/close the learning gaps for highlighted pupils. Evidence for this will be within the school attainment data. | 3,4  |
| Speech and Language Programmes  | Speech and language link   | 3,4  |
| Sensory Circuits  | Physical development for highlighted children will be enhanced.  | 3,4  |

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

Budgeted cost: £ 8,300

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance Rewards  | ‘Five for Five’ weekly reward Weekly ‘Attendance League’ Termly Family Attendance experience  | 1  |
| Breakfast Club  | Free places offered to identified pupils. | 1 |
| Wrap around care  | Free places offered to identified pupils.  | 1 |
| Uniform | Free uniform items offered to identified pupils | 2 |

**Total budgeted cost: £300,025**

# 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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School Attainment Data****2021-2022 Assessment Data****EYFS – Good Level of Development**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **School** | **Kent** | **National** |
|  | **All** | **PP** | **All** | **PP** | **All** | **PP** |
| **% GLD** | **60%** | **65%** |  |  |  |  |
| **% Reading** | **69%** | **65%** |  |  |  |  |
| **% Writing** | **63%** | **65%** |  |  |  |  |
| **% Maths** | **78%** | **75%** |  |  |  |  |

**Year 1 – Phonics Screening**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **School** | **Kent** | **National** |
|  | **All** | **PP** | **All** | **PP** | **All** | **PP** |
| **% Phonics** | **78%** | **69%** |  |  |  |  |

**Key Stage 1 – Year 2 SATs Assessments**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **School** | **Kent** | **National** |
|  | **All** | **PP** | **All** | **PP** | **All** | **PP** |
| **% Reading EXS** | **70%** | **61%** |  |  |  |  |
| **% Writing EXS** | **69%** | **62%** |  |  |  |  |
| **% Maths EXS** | **66%** | **54%** |  |  |  |  |
| **% Combined EXS** | **68%** | **59%** |  |  |  |  |
| **% Reading GDS** | **18%** | **0%** |  |  |  |  |
| **% Writing GDS** | **11%** | **0%** |  |  |  |  |
| **% Maths GDS** | **14%** | **0%** |  |  |  |  |
| **% Combined GDS** | **14%** | **0%** |  |  |  |  |

**Year 4 – Multiplication Tables Check**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **School** | **Kent** | **National** |
|  | **All** | **PP** | **All** | **PP** | **All** | **PP** |
| **% 20+** | **50%** | **30%** |  |  |  |  |
| **% 15-19** | **11%** | **17%** |  |  |  |  |
| **% 10-14** | **25%** | **26%** |  |  |  |  |
| **% Under 10** | **14%** | **26%** |  |  |  |  |
| **Modal Score** | **23** |  |  |  | **25** |  |
| **Mean Score** | **17** |  |  |  | **20** |  |

**Key Stage 2 – Year 6 SATs Assessments**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **School** | **Kent** | **National** |
|  | **All** | **PP** | **All** | **PP** | **All** | **PP** |
| **% Reading EXS** | **93%** | **88%** |  |  | **74%** |  |
| **% Writing EXS** | **86%** | **88%** |  |  | **69%** |  |
| **% Maths EXS** | **92%** | **92%** |  |  | **71%** |  |
| **% Combined EXS** | **85%** | **81%** |  |  | **59%** |  |
| **% GPS EXS** | **86%** | **88%** |  |  | **72%** |  |
| **% Reading GDS** | **51%** | **54%** |  |  |  |  |
| **% Writing GDS** | **25%** | **19%** |  |  |  |  |
| **% Maths GDS** | **24%** | **19%** |  |  |  |  |
| **% Combined GDS** | **8%** | **8%** |  |  |  |  |
| **% GPS GDS** | **37%** | **30%** |  |  |  |  |

 |

## Externally provided programmes

|  |  |
| --- | --- |
| Programme | Provider |
| - |  |
| - |  |

## 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? | n/a |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a  |