

## Pupil premium strategy statement



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:	St Chad's CE C Primary School
Number of pupils in school:	270
Proportion (%) of pupil premium eligible pupils:	12.54%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	
Date on which it will be reviewed	1.7.23
Statement authorised by	Mrs J Brennan
Pupil premium lead	Mrs J Brennan
Governor / Trustee lead	Mrs Z Comley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£64,150</b>
Recovery premium funding allocation this academic year	<b>£6,525</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£70,675</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject 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 vulnerable pupils, such as those who have a social worker, those from low income families, those with home environment challenges as well as other factors. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, as per our teacher's performance management criteria and current CPD focus, with a focus on areas in which disadvantaged pupils require the most support. In our school writing is a particular focus this year. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified, using high quality evidence based interventions
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, internal data and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps remain an area of improvement among many of our disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. In our setting, there is also a gender gap between boys and girls, with boys having the most speech and language development delays.
2	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 our internal data also suggests this.
3	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.  Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils. Teacher referrals for support have also markedly increased during the pandemic.
4	Our internal data shows that we have significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths automaticity.

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	In KS1 and 2 our disadvantaged pupils make up a high percentage of our SEND reading groups who received extra support from the Educational Psychologist Reading Programme and Little Wandle keep ups. We expect that after this year these pupils have made enough progress to come off the

	programme and become fluent independent readers.
Improved wellbeing for all pupils with a particular focus on disadvantaged pupils	<p>Sustained high levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improved writing and maths attainment for disadvantaged pupils at the end of KS2.	<p>PP whole school data shows that 51% of our PP pupils are below the expected standard in writing and 38% below the expected standard in maths. At the end of this year we expect this percentage to reduce and the expected standard to increase to between 70-85% to be in line with the rest of the school's data.</p>

## 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: **£5,725**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restorative practice training for TA's and Lunchtime Staff – Release time and free CPD by JB <b>£820</b>	Understanding behaviours and having strategies in place to support pupils is paramount in improving individual/extreme behaviours. Staff will be equipped to support those pupils and begin to change these behaviours/know how to approach a potential crisis.  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/public/files/Improving_Behaviour_in_Schools_Evidence_Review.pdf">https://educationendowmentfoundation.org.uk/public/files/Improving_Behaviour_in_Schools_Evidence_Review.pdf</a>	3
CORE 5 BTSA booked for Core 5 subjects to ensure High Quality Teaching and Learning at wave one <b>£900</b>	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.  <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>	1 2 4
Purchasing and implementing the Pathways To Write scheme <b>£1875</b>	<b>Pathways to Write</b> is a proven methodology built around units of work which develop vocabulary, reading and writing skills through the mastery approach. The units, for use with pupils from EYFS to Y6, provide clear detailed lesson plans and resources, linked to high-quality texts to ensure engaging and purposeful English lessons. Effective teaching strategies to challenge greater depth writers are included within each unit of work.  <a href="https://www.theliteracycompany.co.uk/introducing-pathways-to-write/">https://www.theliteracycompany.co.uk/introducing-pathways-to-write/</a>	4
Purchasing and implementation of TTRockstars times tables subscription	Pupils should master basic mental arithmetic – addition, subtraction, multiplications and division – and be able to recall their times tables quickly.	4

<p><b>£175</b></p>	<p>Those who don't may well have difficulty with more challenging maths later in school.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths">https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths</a></p>	
<p>Purchasing and implementing the Little Wandle Phonics Scheme <b>£995</b></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 2 4</p>
<p>Release time for C McDonald to ensure the new scheme is embedded and to analyse the data trackers/ensure interventions include the correct pupils according to the data <b>£960</b></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 2</p>

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

Budgeted cost: **£59,593**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing the Pathways to Progress writing catch up program <b>£1,200</b></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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Evidence suggests a selection of high-quality, structured interventions can enhance pupil progress when delivered as intended, by TAs who are well-trained and well-supported.</p> <p><a href="https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence">https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence</a></p>	<p>1 4</p>
<p>EYFS/KS1 delivery of</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,</p>	<p>1</p>

<p>Stoke Speaks Out programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. <b>£1,096</b></p>	<p>listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Evidence suggests a selection of high-quality, structured interventions can enhance pupil progress when delivered as intended, by TAs who are well-trained and well-supported. <a href="https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence">https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence</a></p>	<p>2</p>
<p>JS and LL to deliver afternoon interventions for writing and maths <b>£16,870</b></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: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Evidence suggests a selection of high-quality, structured interventions can enhance pupil progress when delivered as intended, by TAs who are well-trained and well-supported. <a href="https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence">https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence</a></p>	<p>4</p>
<p>Education Psychologist reading programme followed requiring TA release time <b>£604</b></p>	<p>Our Educational Psychologist service have provided us with robust training on their evidence based intervention program to close the gap in reading and to enable the lowest 20% of readers to make accelerated progress.</p>	<p>1</p>
<p>NFER Purchase of standardised diagnostic assessments <b>£2,526</b></p>	<p>NFER assessments identify pupils who are falling behind the standard and allow staff to analyse where those gaps are in order to plan for timely interventions.</p>	<p>4</p>
<p>TA in every class for group work / targeted</p>	<p>TAs in every class for small group work, wellbeing support and personal targets/in class support.</p>	<p>1 2 3</p>

support for academic work and wellbeing sessions  <b>£37,297</b>	The school is also making up the shortfall of the staffing line of the budget to cover the cost of TAs in every class.	4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£5,357**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ranger TA role in the afternoons to provide pastoral support for pupils who need it, taking part in activities such as gardening, cookery, sports and mindfulness whilst implementing strategies learnt from the Trauma and Attachment training <b>£3749</b>	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 and relationships with peers): <a href="https://www.eef.org.uk/~/media/EEF/EEF%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3
Supplementing trips to enable PP pupils to attend having a positive impact on wellbeing and peer relationships and communication skills/team building. Laches Wood <b>£565</b> Standon Bowers <b>£918</b> Base Camp <b>£125</b>	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 and relationships with peers): <a href="https://www.eef.org.uk/~/media/EEF/EEF%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3

**Total budgeted cost: £70,675**



## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated such as Doodle for maths catch up.

High quality CPD from the BTSA on High Quality Teaching and Learning had a positive impact on the metacognitive strategies used with the classroom and expectations of PP pupils are high.

PP pupils have benefitted from access to a school pastoral worker and less PP pupils are on our support register than at the beginning of the year.