



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:	St Chad's CE C Primary School
Number of pupils in school:	261
Proportion (%) of pupil premium eligible pupils:	15.3%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	15.11.21
Date on which it will be reviewed	1.7.21
Statement authorised by	Mrs J Brennan
Pupil premium lead	Mrs J Brennan
Governor / Trustee lead	Mrs L Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,570
Recovery premium funding allocation this academic year	£5,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£68,515

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, with a focus on areas in which disadvantaged pupils require the most support. 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, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many 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 girl, 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.
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 maths. This is due to the COVID pandemic and the PP children make up the majority of this data. 50% of PP pupils are working below the expected standard in maths currently.

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

	<p>Programme. We expect that after this year these pupils have made enough progress to come off the programme and become fluent independent readers.</p>
<p>Improved wellbeing for all pupils with a particular focus on disadvantaged pupils</p>	<p>Sustained high levels of wellbeing from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>PP whole school maths data shows that 50% of our PP pupils are below the expected standard. At the end of this year we expect this percentage 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: **£2625**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma and Attachment training booked for TAs to ensure they have the strategies to support those pupils who need mental health and wellbeing support. £225	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. https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf https://educationendowmentfoundation.org.uk/public/files/Improving_Behaviour_in_Schools_Evidence_Review.pdf	3
High Quality Teaching and Learning BTSA training course booked for 2 teachers to ensure high quality wave one support in school. These 2 staff members will then deliver CPD to the rest of the school after each of the 6 sessions. £600	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. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1 4
CORE 5 BTSA booked for Core 5 subjects to ensure High Quality Teaching and Learning at wave one. £300	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. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1 2 4
Release time for C McDonald to work with	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly	1 2

<p>the English Hub and audit our phonics provision.</p> <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. £600</p>	<p>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>Phonics Toolkit Strand Education Endowment Foundation EEF</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 and to access Maths Hub resources, CPD (including Teaching for Mastery training) and to embed Mastering Number in EYFS and KS1. £900</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:</p> <p>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:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4

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

Budgeted cost: **£18427.56**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DD, JM, LD Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. £857</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

<p>LL delivery of stoke speaks out programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. £7,987.20</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2</p>
<p>On Track Maths Rising Stars £685 and PC to deliver one hour a day and one extra hour for PPA £3277</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Doodle App £540 purchased for 60 pupils to support their individual learning journey using the built in algorithm to tailor work to each child's needs.</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>
<p>Education Psychologist reading programme followed requiring TA release time time £3366.36</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. £2400</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 support for academic work and wellbeing sessions £40,084.40</p>	<p>TAs in every class for small group work, wellbeing support and personal targets/in class support. The school is also making up the shortfall of the staffing line of the budget to cover the cost of TAs in every class.</p>	

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

Budgeted cost: **£7378.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 £5468.40</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 and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Supplementing trips to enable PP pupils to attend having a positive impact on wellbeing and peer relationships and communication skills/team building.</p> <p>Laches Wood £450 Standon Bowers £1260 Base Camp £200</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 and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3</p>

Total budgeted cost: £68,515

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. **The school has recently been through a management change and this section was completed by the Headteacher in situ at the end of the academic year. It has been copied over by the Acting Headteacher.**

Monitoring from our SENDCo and SLT show that attainment was improving for these children pre lockdown. Smaller class sizes in KS2 show that all pupils receive more learning time with the teacher when in school. Pre lockdown and pupil discussions and teacher feedback informed us that children's social skills and confidence in their own working future was improved. Children are gaining new life skills with the ranger. Residential visits did not take place during the last academic year.