

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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:	265
Proportion (%) of pupil premium eligible pupils:	15.85%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	12.12.23
Date on which it will be reviewed	1.7.24
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>£64,020</b>
Recovery premium funding allocation this academic year	<b>£5,800</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>£69,820</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 evidenced in our teacher's performance management criteria and current CPD focus. We place high emphasis on areas in which disadvantaged pupils and those with SEND require the most support; in our school writing is a particular focus. High quality first teaching is proven to have the greatest impact on closing the disadvantaged 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. We aim to:

- act early to intervene at the point need is identified, using high quality assessment and evidence-based interventions
- ensure disadvantaged pupils are challenged in the work that they're set and have access to high quality teaching and learning at all times
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- support children to be able to regulate their own emotions and form positive relationships with others

All disadvantaged pupils should also be able to take part in trips, residential and any other activities that may incur a cost by being supported to do so financially by the school. Our uniform policy also outlines the support in place for disadvantaged families.

## 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.
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. Our data also shows that we have a lack of parental engagement with reading at home and completing reading diaries amongst our most disadvantaged pupils.
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 greater social and emotional needs for many pupils. These challenges particularly affect disadvantaged pupils. Teacher referrals for support have also markedly increased.
4	Our internal data shows that we have significant knowledge gaps leading to pupils falling behind age-related expectations, writing being the lowest data for our setting.

## 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. From monitoring and support from school we also expect that reading records will show an increased engagement at home.
Improved wellbeing for all pupils with a particular focus on disadvantaged pupils	<p>Sustained high levels of wellbeing from 2023/24 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 attainment for disadvantaged pupils at the end of each key stage	<p>PP whole school data shows that 64% of our PP pupils are below the expected standard in writing. A large percentage of these pupils also have additional learning needs/SEND. At the end of this year we expect this percentage to reduce and the expected standard to increase.</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: **£4,387**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pathways to spell purchased and implemented <b>£395</b>	The Pathways to Spell programme has been designed based on extensive research (Hewett, 2019 & Martin, 2014) into how children learn to become proficient spellers and on guidance from the Education Endowment Foundation (EEF, 2018) on promoting metacognition and self-regulation.	1 2 4
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
Libresoft <b>£309</b>	Libresoft software allows the reading lead to track home reading for all pupils groups and how often books are changed/monitor reading progress of the PP pupils	4
Purchasing and implementation of TTRockstars times tables subscription <b>£178</b>	Pupils should master basic mental arithmetic – addition, subtraction, multiplications and division – and be able to recall their times tables quickly. Those who don't may well have difficulty with more challenging maths later in school. <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>	4
Little Wandle subscription <b>£995</b>	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 4
Release time for C McDonald to analyse the	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly	1

<p>data trackers/ensure interventions include the correct pupils according to the data/monitor the lowest 20% reading diaries &amp; support given at home</p> <p><b>£1,610</b></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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£63,017**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS/KS1 delivery of Stoke Speaks Out programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p><b>£1,216</b></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:</p> <p><a href="#">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.</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>	1 2
<p>JS and LL to deliver afternoon interventions for writing and maths times tables</p> <p><b>£10,122</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>	4

Education Psychologist reading programme followed requiring TA release time <b>£604</b>	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.	1
NFER Purchase of standardised diagnostic assessments <b>£3,060</b>	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.	4
TA in every class for group work / targeted support for academic work and wellbeing sessions <b>£48,015</b>	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.	1 2 3 4

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

Budgeted cost: **£2,416**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>£480</b> Standon Bowers <b>£1,260</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.endowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3
CMcD to complete forest schools L3 to enable pupils to take part in tool work/improve social and emotional skills from the earliest age (EYFS)	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):	

<p><b>£650</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</a></p>	
<p>Uniform contributions <b>£26</b></p>	<p>School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	

**Total budgeted cost: £69,820**



## 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

#### **Whole school data expected standard**

Maths 80%  
Reading 77%  
Writing 71%

#### **Whole school PP data expected standard (36 PP Pupils including 19 with SEND):**

Maths 57% gap of 23%  
Reading 43% gap of 34%  
Writing 36% gap of 35%

#### **Y6 PP data expected standard (7 PP Pupils, 4 of those are SEND)**

Maths 57%  
Reading 29%  
Writing 29%

#### **Y5 PP data expected standard (7 PP Pupils, 5 of those are SEND)**

Maths 43%  
Reading 43%  
Writing 0%

#### **Y4 PP data expected standard (7 PP Pupils, 3 of those are SEND)**

Maths 57%  
Reading 42%  
Writing 57%

#### **Y3 PP data expected standard (2 PP Pupils)**

Maths 100%  
Reading 100%  
Writing 100%

#### **Y2 PP data expected standard (7 PP Pupils, 3 of those are SEND)**

Maths 57%  
Reading 43%  
Writing 43%

**Y1 PP data expected standard (6 PP Pupils, 4 of those are SEND)**

Communication and language 50%

Literacy 0%

Maths 17%

GLD 0%

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 has broadly remained the same. Little Wandle has had a huge impact and all pupils taking part in the intervention have made accelerated progress, however this progress was not enough to meet the expected standards for all PP Pupils.

Our data shows that many of our disadvantaged and PP Pupils are also on our SEND register and have complex educational needs. These pupils have a robust support plan in place and are making progress towards their personal targets.

Our data does show that a large percentage of our disadvantaged pupils would still benefit from pastoral work, therefore we have made changes to how we intend to use some of the budget this year on further staff training.