

Pupil Premium Strategy Statement



ST CHAD'S CE PRIMARY SCHOOL



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
St Chad's CE Primary School	
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	38
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	10 th September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Julie Smith
Pupil premium lead	Julie Smith
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,420
Recovery premium funding allocation this academic year	£16,000
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	£1,128,518

Part A: Pupil premium strategy plan

Statement of intent

At St Chad's we strive for all children who are entitled to Pupil Premium to become well rounded individuals who will excel through our provision, experience education and skills for life, in a fun exciting way that enables them to thrive in confidence and achieve everything they are capable of. It is our intention that we will help our children to achieve through:

- Improved academic attainment of our pupils at St Chad's
- Accelerate the academic progress of our pupils at St Chad's , in order to diminish differences post COVID
- Develop our children's skills for the future, in order for them to be well-rounded individuals that are prepared for life outside of school.
- Extend children's learning opportunities by offering them a wide and varied extra curriculum encompassing after school clubs, enrichment sessions, outdoor learning , school visits and residential.

Challenges

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

Challenge number	Detail of challenge
1	<i>Reading and writing skills post Covid throughout school are lower for pupils eligible for PP than for other pupils, although the majority of these children were making progress and gaps were diminishing prior to March 20 (start of pandemic)</i>
2	<i>Vocabulary is an area of weakness for pupils eligible for PP and this is impacting on the end of KS2 results due to children struggling to access assessments</i>
3	<i>Social and emotional learning needs which result in anxiety and behaviour issues for a small group of pupils (who are mostly eligible for PP) are having an effect on their academic progress</i>
4	<i>Attendance and punctuality for some PP pupils is a concern – this reduces their school hours and as a result their academic progress and attainment</i>
5	<i>Mobility of children that are PP and attend St Chad's is high this is due to the fact that we take a considerable number of children each academic year from the local refuge. These children start in school mid-way through an academic year and arrive at school with attachment and trauma difficulties, as well as safeguarding concerns, which then impacts on their academic learning</i>

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
<p>Improve Reading and Writing skills for pupils eligible for PP across school.</p> <p>Ensure PP pupils at all levels are challenged to improve PP attainment and progress across all year groups.</p> <p>Systematically promote and embed opportunities to read across the curriculum, and ensure those pupils who need it are provided with additional support</p>	<p>Pupils eligible for PP across school make accelerated progress by the end of the year, so that all pupils eligible for PP meet age related expectations.</p>
<p>Increased levels of attainment and progress in Reading, Writing and Maths for PP pupils at the end of Y2 and Y6</p> <p>Ensure PP pupils at all levels are challenged to improve PP attainment and progress across all year groups</p>	<p>Increase Y2 and Y6 PP Reading, Writing and Maths progress Increase in % achieving Reading, Writing and Maths combined at the of Y2 and Y6</p>
<p>Children better supported with their social and Emotional learning needs through the use of Lighthouse (alternative provision), Anchor (nurture), Family Support Worker support for vulnerable families as well as offering Hope mentoring</p> <p>Ensure that provision available within the school reaches out and supports the wider community</p> <p>Embed the Alternative Provision offer (The Lighthouse and Anchor)</p>	<p>Children are better supported in alternative provision and nurturing provision, which results in fewer behaviour incidents logged on SIMs, ABC charts and fewer exclusions logged on the school system. As well, as improved progress of these pupils as well as improved attendance.</p>
<p>Increased punctuality and attendance rates for pupils eligible for PP</p> <p>To ensure consistently exemplary Behaviour</p>	<p>Reduce the number of persistent absences and late arrivals</p>

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<p>Improved transition for these pupils and better EHA intervention, as well as families supported effectively</p> <p>Ensure that provision available within the school reaches out and supports the wider community</p> <p>To ensure consistently exemplary Behaviour</p>	<p>Improve the progress of new children starting at St Chad's, as well as supporting their social and emotional needs</p>
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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: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Children better supported with their social and emotional learning needs, leading to improve behaviour and outcomes</i></p> <p>Regular CPD and reminders about quality first teaching strategies, positive behaviour, liaison with parents/carers and Nurture and Lighthouse provision</p> <p>FSW trained in the Hope programme and training to be a L3 school counsellor</p> <p>Lead LSA job role changed to Family Support Worker in response to COVID</p> <p>Calm Brain re launched and embedded</p>	<p>High quality teaching with these pupils where personalising learning to meet the children's needs is effective.</p> <p>CPD offered on behaviour management, attachment and nurture to all staff could help them understand how to better to support pupils.</p> <p>More families will require support post COVID.</p>	<p><i>See challenge first column – activity in bold italics</i></p> 
<p><i>Increase levels of attainment and progress in Maths, Writing and Reading for PP pupils at the end of Y2 and Y6.</i></p> <p>Further CPD on Guided Reading</p> <p>Whole class reading for Y3-6. Reading rubric and</p>	<p>EEF suggests a focus on spoken language and verbal interaction in the classroom appear to benefit all pupils.</p> <p>Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.</p> <p>A focus on oral language skills will have benefits for both reading and writing.</p>	

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<p>reading domains embedded</p> <p>Reading Plus for Y3-6 to be embedded</p> <p>CPD from English Lead on tiered vocabulary</p> <p>Analyse assessment papers.</p> <p>Tiered vocabulary to be on display in every classroom and embedded into T&L</p> <p>Continue to employ a school Speech and Language Therapist to support language in EYFS and KS1</p>		
<p><i>Improve Writing skills for pupils eligible for PP across school.</i></p> <p>Writing CPD training on Guided, Shared and Modelled writing through coaching</p> <p>Coaching of staff through the Leverage Leadership model</p> <p>Modelling of marking for staff through CPD</p> <p>Quality feedback being given to children in lessons leading to improved rates of progress</p> <p>Focus on application of Writing across the curriculum.</p>	<p>Quality of teaching is an important driver of pupil attainment and a range of other outcomes.</p> <p>Professional development and staff deployment are important tools for improving the quality of teaching that pupils receive. - EEF</p> <p>Children applying skills through other subjects encourage all children to be enthusiastic about Writing.</p>	

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improve Writing skills for pupils eligible for PP across school.</i></p> <p>All PP pupils not on track to meet year group expectations for Writing to receive small group or 1:1 tuition from Catch up Coach</p>	<p>EEF studies have shown small group and 1:1 tuition to be effective.</p>	
<p><i>Increased levels of attainment and progress in Reading and Maths for PP pupils at the end of Y2 and Y6</i></p> <p>All PP pupils not on track make expected progress for Reading and Maths to receive small group or 1:1 tuition from Class Teacher or LSA</p>	<p>Provide extra support to increase attainment and progress. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit</p>	
<p><i>Increased levels of attainment and progress in Reading and Maths for PP pupils</i></p> <p>All PP pupils in Y4-6 to access daily Reading Plus intervention before school every AM</p>	<p>Provide extra support to increase attainment and progress. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit</p>	

<p><i>Increased levels of attainment and progress in Reading and Maths for PP pupils at the end of Y2 and Y6</i></p> <p>School Speech and Language Therapist to provide targeted support in school to improve communication for some pupils on a 1:1</p>	<p>EEF suggests a focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing.</p>	
<p><i>Children better supported with their social and Emotional learning needs leading to improve behaviour and outcomes</i></p> <p>Nurture provision- Anchor to support pupils with social and emotional needs x3 afternoons per week, then x1 a week 1:1 sessions and nurture through nature forest school x1 per week</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p>	
<p><i>Children better supported with their social and Emotional learning needs leading to improve behaviour and outcomes</i></p> <p>Alternative provision- Lighthouse to support pupils with social and emotional needs x5 afternoons per week</p> <p>Sports Coach/ SENCO /LSA to work with vulnerable families through the Lighthouse provision</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>EEF suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	

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<p>Children better supported with their social and Emotional learning needs leading to improve behaviour and outcomes</p> <p>Family Support Worker to deliver weekly mentoring 1:1 sessions with pupils with social and emotional needs (bereavement, separation, anxiety, diet, behaviour etc.)</p>	<p>EEF suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased punctuality and attendance rates for pupils eligible for PP</p> <p>Office and DHT to monitor attendance.</p> <p>Buying into the LA -EWO SLA for support with attendance</p> <p>DHT/Inclusion Manager to meet with Parents/Carers at attendance/punctuality clinics.</p> <p>EHA to be carried out to offer local support team help if required</p> <p>HT to follow up any on-going attendance issues</p>	<p>Attendance and Punctuality is a key factor in achievement.</p> <p>Reduced school hours causes the pupils to miss lessons</p>	

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<p>with parents/carers following DHT and Office running an attendance/punctuality clinic</p>		
<p>FSW and Senco trained in delivering EHA- Early Help Assessments</p> <p>Change in role of Lead LSA to FSW from Sept 20 in response to COVID to support families in need</p> <p>Provide effective early help and signpost families to the right support if needed</p> <p>Transition document for mobile pupils on entry to school</p>	<p>Attendance and Punctuality is a key factor in achievement.</p> <p>Improved support for transition leads to better outcomes of pupils</p> <p>Families and our school community are well supported in terms of education, finance, health and well- being.</p> <p>EEF suggests parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes</p>	
<p><i>Bespoke tailored approach for all PP students.</i></p> <p>Identify individual needs of PP students across the school and support them, and their families, to improve their attainment</p>	<p>A combination of the EEF strategies will work for each PP pupil in a different way. Examples might include extra interventions, funding for after school clubs, attendance on trips, school uniform and Outdoor Education. In school workshops promoting support in certain areas.</p>	

Total budgeted cost: £30,000 + £35,000 + £5,000= £70,000

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.

- All of our Pupil Premium children have made progress throughout the year in the core subjects.
- The majority of Pupil Premium children have made expected or better progress in core subjects by the end of the year.
- By the end of the year our Pupil Premium children have made slightly less progress than non Pupil Premium children.
- In reading average progress points for Pupil Premium and non-Pupil Premium are very close.
- In writing and maths average progress points for Pupil Premium are slightly less than non-Pupil Premium

Progress Points			
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>Pupil Premium</i>	96	93	96
<i>Non Pupil Premium</i>	98	99	101

Assessment Point	Expected progress points
Autumn 1	15
Autumn 2	30
Spring 1	50
Spring 2	70
Summer EXP	95 -100
Summer GD	110+ (accelerated/diminishing difference)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	1:1 Intervention after school with DHT/HT to support reading and writing at end of KS2
What was the impact of that spending on service pupil premium eligible pupils?	Child was expected in Maths, Writing and Reading at the end of KS2