

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 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 |
|---|-----------------|
| Number of pupils in school | 218 |
| Proportion (%) of pupil premium eligible pupils | 48 (22%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Jennifer Aitken |
| Pupil premium lead | Andy Jones |
| Governor / Trustee lead | Lori Harvey |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £71,040 |
| 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 | £71,040 |

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, Writing and Maths skills post Covid throughout school are lower for pupils eligible for PP than for other pupils but especially in upper KS2</i> |
| 2 | <i>Grammatical concepts are 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, Writing & Maths 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 end of Y2 and Y6.</p> |
| <p>Children better supported with their social and Emotional learning needs through the use of pastoral support - ELSA, Nurture, HOPE, School Counselling. Family Support Worker support for vulnerable families.</p> <p>Ensure that provision available within the school reaches out and supports the wider community.</p> <p>Embed the pastoral offer.</p> | <p>Children are better supported in alternative provision and nurturing provision, which results in fewer behaviour incidents logged on Bromcom, ABC charts and fewer exclusions logged on the school system. As well, as improved progress of these pupils and improved attendance.</p> |
| <p>Increased punctuality and attendance rates for pupils eligible for PP.</p> <p>To ensure consistently exemplary behaviour with the support of our Education Welfare Officer.</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 with the support of our Education Welfare Officer.</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: £30,000

| 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 pastoral provision.</p> <p>FSW trained as a L5 school counsellor and ELSA trained. A LSA is also fully ELSA trained.</p> <p>Growth of a pastoral team in response to wider and more complex child and parent mental health issues.</p> <p>Educational Mental Health Practitioner to be working within school once a week to support children with their mental health and wellbeing.</p> <p>My Happy Mind embedded for all pupils.</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. Further Emotion Coaching CPD being offered up to all staff too.</p> <p>More families will require support post COVID.</p> <p>Social & Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF)</p> | <p><i>See challenge activity in colour</i></p> |

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| <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>Whole school focus on Oracy through Voice 21. Exploratory talk to be explored within English lessons initially with a view to application across the wider curriculum.</p> <p>CPD from English Lead on further reading and writing approaches.</p> <p>Tiered vocabulary to be on display in every classroom and this is to be further embedded into T&L.</p> <p>Continue to employ a school Speech and Language Therapist to support language in EYFS and KS1.</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 – Voice 21 will support this.</p> <p>There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities. (EEF)</p> | <p><i>See challenge activity in colour</i></p> |
| <p><i>Improve Writing skills for pupils eligible for PP across school.</i></p> <p>English lead supporting teachers during academic year through the use of coaching to further embed the newly updated writing curriculum.</p> <p>Continue to embed and monitor newly revised poetry units of work.</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> | <p><i>See challenge activity in colour</i></p> |

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| <p>Grammatical concepts are an area of development</p> | <p>Spellings should be explicitly taught, and pupils should be provided with extensive opportunities to practice them. (EEF)</p> <p>High quality teaching with these pupils where personalising learning to meet the children’s needs is effective.</p> | <p>See challenge activity in colour</p> |
| <p>Implementation of new spelling scheme across school to help improve children’s confidence with these spellings.</p> <p>Use of additional adults to support pupils in targeted grammar interventions through quality first teaching.</p> | | |

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

Budgeted cost: £ 30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--|
| <p>Improve Writing skills for pupils eligible for PP across school.</p> <p>PP children to receive quality first teaching within writing. Staff CPD on intentional monitoring and feedback to support with this.</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>Verbal methods of feedback can improve pupil attainment and may be more time – efficient when compared to some forms of written feedback, as suggested by the EEF.</p> | <p>See challenge activity in colour</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>As above, PP children to receive quality first teaching within reading,</p> | <p>One to one tuition and small group tuition are both effective interventions. Small group tuition has an average impact of four months’ additional progress over the course of the year.</p> <p>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic</p> | |

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| <p>writing and maths. Staff CPD on lapping and feedback to support with this.</p> <p>PP children to receive precision 1:1 phonics tutoring during Spring term.</p> <p>In YR6 use a team teach model to support PP pupils as they transition to YR7.</p> | <p>support to those identified as having low prior attainment or at risk of falling behind.</p> | |
| <p><i>Increased levels of attainment and progress in Reading, Writing and Maths for PP pupils at the end of Y2 and Y6</i></p> <p>School Speech and Language Therapist to continue providing targeted support in school to improve communication for some pupils on a 1:1 basis.</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>See challenge activity in colour</i></p> |
| <p><i>Children better supported with their social and Emotional learning needs leading to improve behaviour and outcomes</i></p> <p>ELSA/Nurture - to support pupils with social and emotional needs x4 sessions weekly and nurture through forest school sessions x1 per week (Different year group per half term).</p> <p>Educational Mental Health Practitioner to be working</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>Social & Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF)</p> | <p><i>See challenge activity in colour</i></p> |

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| <p>within school once a week to support children with their mental health and wellbeing. The practitioner will be supporting 5 – 6 children each week on a 1:1 basis.</p> | | |
| <p><i>Children better supported with their social and Emotional learning needs leading to improve behaviour and outcomes</i></p> <p>Sports Coach (Aston Villa) to work with vulnerable children to develop their social and emotional wellbeing.</p> <p>SENCO /FSW/EMHP to work with vulnerable families through ELSA/Nurture/Counselling 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> | <p><i>See challenge activity in colour</i></p> |
| <p><i>Children better supported with their social and Emotional learning needs leading to improve behaviour and outcomes</i></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> <p>Social & Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF)</p> | <p><i>See challenge activity in colour</i></p> |

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

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|---|
| <p><i>Increased punctuality and attendance rates for pupils eligible for PP</i></p> <p>Office and DHT to continue monitoring attendance closely.</p> <p>Buying into the LA - EWO SLA for support with attendance.</p> <p>SLT to meet with Parents/Carers at attendance/punctuality meetings/check in sessions.</p> <p>EHA to be carried out to offer local support team help if required.</p> | <p>Attendance and Punctuality is a key factor in achievement.</p> <p>Reduced school hours causes the pupils to miss lessons.</p> | <p><i>See challenge activity in colour</i></p> |
| <p>FSW and Senco trained in delivering EHA- Early Help Assessments.</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>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>Improved support for transition leads to better outcomes of pupils.</p> | |

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| <i>Bespoke tailored approach for all PP pupils.</i> | A combination of the EEF strategies will work for each PP pupil in a different way. | <i>See challenge activity in colour</i> |
| Identify individual needs of PP students across the school and support them, and their families, to improve their attainment. | Other 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. | |

Total budgeted cost: £30,000 + £30,000 + £10,000= £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 2023 to 2024 academic year.

- Most of our Pupil Premium children have made progress throughout the year in the core subjects.
- Many 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 close.
- In writing and maths, average progress points for Pupil Premium are less than non-Pupil Premium.
- Absence in Pupil Premium children is slightly higher than non – Pupil Premium children. However, persistence absence in Pupil Premium children did decrease by 1.5% from the previous academic year of 2022 – 23.

Service pupil premium funding – not applicable