

# Pupil premium strategy statement – St. Chad’s RC Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail  | Data   |
|---|--|
| Number of pupils in school  | 204 (Reception – Year 6)   |
| Proportion (%) of pupil premium eligible pupils   | 39%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2023  |
| Date this statement was published   | 31/12/22   |
| Date on which it will be reviewed   | July 2023  |
| Statement authorised by   | Local Governing Board  |
| Pupil premium lead  | Mrs S Brackenridge<br>(Headteacher)<br><br>Mrs M Carlson<br>(SENDCo) |
| Governor / Trustee lead   | Mr D Copley (CEO)  |

## Funding overview

| Detail   | Amount      |
|--|-------------|
| Pupil premium funding allocation this academic year  | £102,085.59 |
| Recovery premium funding allocation this academic year   | £10,440     |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0          |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £112,525.59 |

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Chad's RC Primary, it is our intention 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, including those who have a social worker. The activities we have outlined in this statement are also intended to support all pupil 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 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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
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## Challenges

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

| Challenge number | Detail of challenge                                    |
|------------------|--|
| 1                | Social and economic factors including life experiences |
| 2                | Safeguarding and emotional barriers                    |

|   |   |
|---|---|
| 3 | Low baseline of attainment on entry to EYFS including poor oral language skills and vocabulary.               |
| 4 | Attendance and punctuality issues for a group of children. The level of mobility that some pupils experience. |
| 5 | Low reading attainment amongst some disadvantaged pupils.   |

## 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  |
|--|---|
| Social and economic factors including life experiences     | Raise aspirations for our children and improve self-confidence and self-esteem through planned opportunities in the curriculum to enhance learning, including residential, educational visits and visitors in school.   |
| Safeguarding and emotional barriers                        | Emotional support for vulnerable children will result in higher pupil outcomes. Early Help support which leads to prevention of escalation to a referral to Children's Services,  |
| Low baseline of attainment on entry to EYFS                | Accelerated progress for pupils who enter school with low attainment. We are striving for disadvantaged pupils to achieve a GLD.<br><br>To develop oral language skills, especially in EYFS and KS1 to reach the language development expected for their age. |
| Attendance and punctuality issues for a group of children. | Attendance data continues to improve, particularly for disadvantaged pupils so that their attendance is above or at national attendance.  |
| Low reading attainment amongst some disadvantaged pupils   | Raise the % of disadvantaged pupils achieving the national phonic screen check at Year 1.<br><br>To continue and support phonics teaching and reading across the school for disadvantaged pupils.   |

## 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: £ 3,417.00

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Purchase of standardised diagnostic assessments.<br>Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br><br><b>Supporting evidence – Diagnostic assessment (Evidence insights) EEF</b> | 5                             |
| Whole staff phonics training and updating the training for new staff in school.  | To further improve the phonics delivery and outcomes for pupils across the KS 1. Interventions to be implemented in KS2 along with introduction of a new, matched reading scheme.  | 3, 5                          |

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

Budgeted cost: £ 73,000.50

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| TA to deliver the Fresh Start programme to help children catch up in Year 5 and 6 in English | Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers.<br><br><b>Supporting evidence - A popular phonics programme for pupils in</b> | 5                             |

|  | <b>Years 5 – 8 (EEF)</b>   |      |
|--|--|------|
| TA to deliver the RWI programme to help children identified in Year 3 and 4 to catch up in English                                     | <p>Using RWI found a positive impact on all pupils with an additional three months' of progress over the course of an academic year.</p> <p><b>Supporting evidence - Testing the impact of a systematic and rigorous phonics programme on early readers and also those that have fallen behind at the end of Key Stage 2 (EEF)</b></p> <p><b>Read Write Inc. Phonics and Fresh Start (EEF)</b></p>   | 5    |
| Early Years TA support for the development of oral language skills and vocabulary  | <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p><b>Evidence: Oral language interventions. Toolkit Strand. Education Endowment Foundation (EEF)</b></p>   | 3    |
| Provision of Educational Psychology agency to support pupils who meet the threshold. These pupils will be prioritised for involvement. | <p>Through consultation with the school's SENDCo and each class teacher, children who meet the threshold for Educational Psychology support will be prioritised for involvement. The aim is identify specific need and implement a plan to address the next steps identified.</p> <p><b>Evidence: Special Educational Need in Mainstream School. Recommendation 2. Education Endowment Foundation (EEF).</b></p>   | 1, 2 |
| TA to support in core subjects for disadvantaged pupils across KS1.  | <p>Using TAs to provide one-to-one or small group intensive support is the area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings. This research shows a consistent impact on attainment of approximately three to four additional months' progress over an academic year (effect size 0.2–0.3).<sup>1,32,34</sup> This can be seen as a moderate effect.</p> | 5    |
| TA to support in core subjects for disadvantaged pupils across KS2.  |  | 5    |

|  |  |                  |
|--|--|------------------|
|  | <b>Evidence: Making the best use of TAs - Education Endowment Foundation (EEF).</b>  |                  |
| To further develop the subject leaders     | To ensure that teachers know the role of the subject leader and have greater competency in this role. (TEACHERS STANDARDS)   | 1, 2, 3, 4 and 5 |
| School contributions to educational visits | <p>Learning outside the classroom contributes significantly to raising standards and improving pupils' personal, social and emotional development.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p><b>Supporting evidence – outdoor adventure learning (EEF)</b></p> | 1, 2             |

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

Budgeted cost: £35, 296

| <b>Activity</b>   | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| Caritas Social Worker to work with pupils and families that require specialist support. | <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).</p> <p><b>Supporting evidence – Social and Emotional Learning (EEF)</b></p> | 2                                    |

|  |   |                   |
|--|---|-------------------|
| <p>Family Liaison and Attendance Officer employed to work with families to improve attendance and relationships between home and school</p> <p>To develop a school culture and successful working partnership to embed high expectations for all</p> | <p>Increasing parental engagement is proven to help narrow the gap and improve pupil outcomes and attendance.</p> <p><b>Supporting evidence – Working with parents to support children’s learning (EEF)</b></p> <p><b>Improving School Attendance (DfE)</b></p> <p><b>Parental Engagement (EEF)</b></p> | <p>1, 2 and 4</p> |
|--|---|-------------------|

**Total budgeted cost: £ 111,713.50**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The following activities were undertaken in the school year 2021-22 to support the academic progress for disadvantaged pupils.

- Purchasing diagnostic tests that highlighted the strengths and weaknesses of pupils in the core areas of the curriculum. This allowed identification of where additional support was needed.
- Further developing staff on the teaching of reading across both KS 1 and KS 2.
- An additional teacher in Year 6 to support disadvantaged pupils in English and maths.
- High quality 1:1 and small group tuition.
- Delivery of the Fresh Start intervention programme Year 5 and 6.
- Across the school 1:1 English and maths tuition for disadvantaged pupils falling behind their age- related expectations(ARE).
- Early language programmes for EYFS pupils.

#### **Outcomes: PP pupils (all other pupils)**

**EYFS\_GLD** 64% (44%)

**Year 1** Reading 67% (54%), Writing 25% (14%), Maths 75% (57%)

**Year 2** Reading 78% (58%), Writing 67% (42%), Maths 67% (50%),

**Year 3** Reading 33% (43%), Writing 33% (32%), Maths 44% (46%)

**Year 4** Reading 25% (45%), Writing 17% (24%), Maths 25% (45%)

**Year 5** Reading 50% (33%), Writing 36% (27%), Maths 57% (43%)

**Year 6** Reading 80% (89%), Writing 80% (82%), Maths 70% (82%)

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme                    | Provider                               |
|------------------------------|--|
| Fresh Start                  | Read, Write Inc                        |
| Read, Write Inc Phonics      | Read, Write Inc                        |
| NFER assessments             | NFER                                   |
| TT Rock stars                | Maths Circle Limited                   |
| iTrack Pupil Tracking System | Language Centre Publications Ltd (LCP) |



