

## 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 RC Primary School
Number of pupils in school	194 (Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	31/12/21
Date on which it will be reviewed	July 2022
Statement authorised by	Full Governing Body
Pupil premium leads	Mrs S Brackenridge (Headteacher) Mrs M Carlson (Deputy Headteacher)
Governor / Trustee lead	Dennis Harrison (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,010
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£86,565</b>

# 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, such as those who have a social worker. 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
- 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	Social and economic factors including life experiences
2	Safeguarding and emotional barriers

3	Low baseline of attainment on entry to EYFS
4	Level of mobility and attendance
5	Improved oral language skills and vocabulary among disadvantaged pupils
6	Improved reading attainment among disadvantaged pupils
7	Improved maths attainment for 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 and a reduction in behavioural incidents. Early Help support which leads to prevention of escalation to a referral to Children's Services.
Low baseline of attainment on entry to EYFS	On entry to Reception, Identified 20% PP pupils are making less than expected progress in Mathematical Development. TA in EYFS trained to deliver the programme to help accelerate progress and narrow the gap.
Level of mobility and attendance	Our attendance data over the past year indicates that attendance among disadvantaged pupils is below that of non-disadvantaged by 1.42%.  Attendance for disadvantage children is also lower than the national average (95.3%) by 4.47%.
Improved oral language skills and vocabulary among disadvantaged pupils.	Implementation of the 20 week Nuffield Early Language Intervention programme (DfE approved). Non-contact time for SENCo to assess all the children in Reception to identify which children would benefit from the programme as well as establishing the baseline of speech and language and help run the programme.  Access to a speech and language therapist in other areas of the school has allowed children to be assessed and appropriate programmes and

	interventions being implemented.
Improved reading attainment among disadvantaged pupils.	<p>KS1 reading outcomes in 2020-21 show that 0% of disadvantaged pupils met the expected standard.</p> <p>KS2 reading outcomes in 2020-21 show that more than 50% of disadvantaged pupils met the expected standard.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS1 maths outcomes in 2020-21 show that more than 11% of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2020-21 show that more than 37.5% of disadvantaged pupils met the expected standard.</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: £56,049.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><b>Supporting evidence – Diagnostic assessment (Evidence insights) EEF</b></p>	6, 7
<p>CPD to train staff to implement a recognised and effective reading approach across KS1 and 2 to teach reading</p>	<p>Effective professional development:</p> <ul style="list-style-type: none"> <li>• builds knowledge</li> <li>• motivates all staff</li> <li>• develops teaching techniques</li> <li>• embeds practice</li> <li>• improves outcomes</li> </ul> <p><b>Supporting evidence - Reading comprehension strategies (EEF research)</b></p>	6
<p>Purchase Maths interventions and resources to improve pupil outcomes in EYFS and KS1</p>	<p>Research has shown that the following recommendations will improve pupil outcomes:</p> <ul style="list-style-type: none"> <li>• dedicated time for children to learn mathematics and integrate mathematics throughout the day</li> <li>• Use manipulatives and representations to develop understanding</li> <li>• Use high quality targeted support to help all children learn mathematics</li> </ul>	3 and 7

	<b><i>Supporting evidence - Improving mathematics in the Early Years and KS1</i></b>	
Additional teacher in KS2 to support the teaching of English and Maths in Year 6	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p><b><i>Supporting evidence – Targeted academic support; high-quality one to one and small group tuition (EEF)</i></b></p> <p><b><i>Reducing class size (EEF)</i></b></p>	6 and 7

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

Budgeted cost: £16,369

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
TA trained to deliver the Fresh Start programme to help children catch up in Year 5 and 6 in English	<p>Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers.</p> <p><b><i>Supporting evidence - A popular phonics programme for pupils in Years 5 – 8 (EEF)</i></b></p>	6
TA trained 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><i>Supporting evidence - Testing the impact of a systematic and rigorous phonics programme on early readers and also those that</i></b></p>	6

	<p><b>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>	
<p>Establish small group/ 1:1 English and Maths tuition for PP pupils falling behind age-related expectations.</p>	<p>One to one and small group tuition is very effective at improving pupil outcomes. One to one and small group tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><b>Supporting evidence - One to one tuition +5 months (EEF)</b></p> <p><b>Small group tuition +4 months (EEF)</b></p> <p><b>Phonics +4 months (EEF)</b></p> <p><b>Reading Comprehension strategies +6 months (EEF)</b></p>	<p>6 and 7</p>
<p>Delivery of Nuffield Early Language Programme for identified children</p>	<p>Oral language interventions approaches emphasise the importance of spoken language and are proven to have a high impact on pupil outcomes of 6 months' additional progress.</p> <p><b>Supporting evidence – oral language interventions. Toolkit strand (EEF)</b></p>	<p>3, 5</p>
<p>Subject leader CPD by an LLE</p>	<p>It is expected that teachers should:</p> <ul style="list-style-type: none"> <li>• keep their knowledge and skills up-to-date, be reflective and self-critical</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this has an impact on learning</li> <li>• has a secure knowledge of the relevant subject(s) and curriculum areas</li> </ul>	<p>1, 3, 6 and 7</p>

	<ul style="list-style-type: none"> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• know and understand how to assess the relevant subject and curriculum areas</li> </ul> <p><b>Supporting evidence – standards for teachers’ professional development (DfE)</b></p>	
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: £33,632.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
To raise aspirations of children through adopting the Growth Mindset approach across the school to improve learning behaviours	Changing Mindsets aims to improve academic attainment by supporting pupils to develop a growth mindset: (which is the belief that intelligence is not a fixed characteristic and can be increased through effort). The research shows there is a belief that	1 and 2



<p>Staff trained to promote the Growth Mindset approach to improve learning behaviours</p> <p>Children to access workshops to learn about the Growth Mindset approach to improve learning behaviours</p>	<p>this approach enables pupils to work harder and achieve better results.</p> <p><b><i>Supporting evidence - An intervention which aims to improve attainment by developing a growth mindset in pupils (EEF) New evaluation reports, including findings from ‘growth mindsets’ approach (EEF)</i></b></p>	
<p>Caritas Social Worker to work with pupils and families that require specialist support</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).</p> <p><b><i>Supporting evidence – Social and Emotional Learning (EEF)</i></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><i>Supporting evidence – Working with parents to support children’s learning (EEF) Improving School Attendance (DfE) Parental Engagement (EEF)</i></b></p>	1, 2 and 4

**Total budgeted cost: £106,050.50**

Pupil Premium £86,565

Contribution from school £19,485.50

## **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.*

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully met due to the effects of Covid-19 but this is a primary focus this year by upskilling teaching staff and focusing on embedding the bespoke curriculum through high quality teaching and learning.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and those planned and delivered remotely by teachers through Seesaw.

Although overall attendance in 2020/21 was lower than in the preceding years at 93%, it was higher than the national average (excluding X codes). At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence rose with families taking extended holidays. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil's learning behaviours, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide emotional support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Fresh Start	Read, Write Inc.
Read, Write Inc. Phonics	Read, Write Inc.