

# Pupil premium strategy statement – St Chad’s RC Primary School 2023-2024

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	224
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	D Malcolm
Pupil premium lead	D Malcolm
Governor / Trustee lead	C Maymon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£
<b>Total budget for this academic year</b> <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>	£

## 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

## Challenges

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

Challenge number	Detail of challenge
1	The majority of pupils start the Foundation Stage well below age related expectations in all areas.
2	Very low attainment in reading writing and Maths on entry to Early Years.
3	High percentage of pupils have EAL.
4	Many children have a limited life experience to draw upon which impacts on attainment, progress, self-confidence and resilience.
5	Parental Engagement in school life and learning
6	Percentage of PP who meet PA

## 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
Accelerate attainment from entry to the end of EY of pupils eligible for PPF	Pupils eligible for PPF will achieve aspirational targets by the end of Early Years
Accelerate progress from entry to the end of either Key Stage in Reading, Writing and Maths of pupils eligible for PPF	Pupils eligible for PPF will achieve aspirational targets by the end of their key stage This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Accelerate language acquisition and its comprehension for pupils eligible for PPF with EAL	Pupils eligible for PPF who have EAL make expected or more progress
To improve the attendance of pupils eligible for PPF	Diminish the difference between the attendance of Pupils eligible for PPF and those not eligible for PPF to ensure improved progress and attainment.
To enrich the experience of pupils eligible for PPF through a range of different activities.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To improve the engagement of parents in the school life and learning.	Parents will be able to support their child in learning at home, which will improve outcomes for children.

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerate pupil attainment from entry to the end of EY.	<p>EEF toolkit - Physical Development approaches provide +2 months' progress. Pupils enter school with well below average base-lines in physical development. All EY staff will be supported by our sports coach throughout the year on the fundamentals of movement. The aim is to improve gross motor control and improve writing.</p> <p>EEF toolkit - Early Years' Approaches provide +5 months' progress. WellComm screening and interventions</p> <p>All children will be screened for their understanding, speaking and listening and attention skills ensuring that need is identified early and support can be put in place to help children to catch up and keep up.</p> <p>Metacognition training to support learning strategies</p>	1,2,3,4,
Training to embed <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 5
Accelerate progress from entry to the end of each year in Reading, Writing and Maths.	<p>EEF toolkit – Mastery learning provides +5 month's progress.</p> <p>Staff meetings set aside for co-ordinator to share best practice and how to integrate this into quality first classroom teaching.</p> <p>EEF toolkit – Oral Language Intervention provides +5 month's progress.</p> <p>Staff will have INSET in how to model, promote and expand pupils' vocabulary in ALL subjects.</p> <p>EEF toolkit – Feedback provides +8 month's progress.</p> <p>Staff will use assessment analysis to identify gaps in learning and use these to support Quality First Teaching to better meet the needs of children.</p> <p>EEF toolkit – Social and Emotional Learning provides +4 month's progress.</p>	1, 2, 3, 4

	<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>EEF toolkit – self regulation and metacognition provides 7+ month's progress.</p> <p>Staff will be trained in and children will be taught how to instil metacognitive and self-regulatory approaches to teaching and learning this will encourage children to practise and use these skills more frequently in the future. With explicit teaching and feedback, children are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	
Accelerate language acquisition and its comprehension for those pupils where EAL is a barrier to learning.	<p>EEF toolkit – Reading comprehension strategies provide +6 months' progress and Phonics teaching provides +4 months' progress.</p> <p>All new staff including support staff will receive training in class and through INSET from our Reading Leaders on how to support all pupils in improving all aspects of their reading.</p> <p>EEF toolkit – Oral Language Intervention provides +5 month's progress.</p> <p>Staff will have INSET to use ELKLAN strategies in class and will continue to develop its use in supporting children's oracy and verbal literacy.</p> <p>Phonological Awareness will be used to improve children's phonological awareness with a specific focus on blending and segmenting and phase 1 phonics.</p>	1, 2, 3
To enrich pupil experience through a range of different activities.	<p>EEF toolkit – Arts participation provides +2 months progress.</p> <p>Every year group participates in a enrichment activities which develops pupils' writing through drama and artwork.</p>	4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	2, 3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerate pupil attainment from entry to the end of EY.	<p>EEF toolkit - Communication and Language approaches provide +6 month's progress</p> <p>TAs are trained in running speech and language sessions Wellcomm, Kickstarter to target pupils who have been identified after assessment</p> <p>EEF toolkit - Communication and Language approaches provide +6 month's progress</p> <p>Daily intervention on rotation after assessment to support Speech and Language</p> <p>EEF toolkit - Early Literacy approaches provide +4 month's progress</p> <p>EEF toolkit - Parental Engagement approaches provide +5 month's progress</p> <p>School will invest in extra phonics support for children and provide a targeted phonics support intervention for Phase 2 &amp; 3 phonics. It will be provided for targeted pupils and is completed by parents at home after receiving support from staff in school.</p> <p>School will also participate in the Kickstarter project and deliver workshops for parents in supporting their child at home.</p>	1, 2, 5
Additional phonics reading and maths sessions targeted at all pupils who require further support.	<p>EEF toolkit - Reading comprehension strategies provide +5 months' progress and Phonics teaching provides +4 months' progress.</p> <p>Our data analysis shows that a number of disadvantaged pupils enter EY significantly below age related expectations</p> <p>By training staff to deliver fast track tutoring and giving time for this to take place we will close this gap.</p> <p>EEF toolkit - One-to-one tuition provides +5 months' progress.</p> <p>Analysis of attainment data shows that a percentage of pupils in all year groups are not achieving in-line in reading and maths. TAs in each year group or phase will be trained in interventions. Sessions for individual and small group teaching are timetabled into every afternoon to ensure accelerated progress.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
To enable parents to support their children's learning.	<p>EEF EY toolkit - Parental engagement provides +5 month's progress.</p> <p>EEF EY toolkit - Early Literacy approaches provide +4 month's progress.</p> <p>For many of our pupils their baseline scores in reading and phonics upon entry to EY are well</p>	5

	<p>below their chronological age. Many of our parents will also speak English as an additional language and/or may not have been to school. Targeted pupils and families in EY and KS1 will receive sessions in school to support the learning of phonics and reading. These will be provided by our teaching staff.</p> <p>School will also provide adult learning sessions for parents to support them in their understanding of helping their children in learning.</p>	
Engaging with the National Tutoring Programme to provide a blend of tuition, and school-led tutoring.	<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. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers:</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>	2, 3, 4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enrich pupil experience through a range of different activities.	<p>EEF toolkit - Arts participation provides +2 month's progress.</p> <p>Children will engage in a range of activities throughout the school year such as drama, dance, music, poetry.</p>	4
To enrich pupil experience through a range of different activities.	<p>Many pupils have limited cultural capital. By providing subsidised trips and in and out of school experiences pupils are motivated and engage with their learning, especially writing. Pupil voice has also shown that these are significant learning experiences in their time at St Chad's.</p>	4/5
To improve the attendance of pupil premium pupils.	<p>Children cannot make progress if they are late or not attending school.</p> <p>The role of the OM is to monitor and track attendance and punctuality across school and support families to improve this.</p>	6
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond</p>	All

	quickly to needs that have not yet been identified.	
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**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

		Reading		Writing		Maths	
		ARE	Progress	ARE	Progress	ARE	Progress
Year 2	ALL	27		13		30	
	PP						
	PP NA-TIONAL						
	NON PP						
Year 6	ALL	47		50		47	
	PP						
	PP NA-TIONAL						
	NON PP						
EYFS		GLD	LIT	MATHS			
	ALL						
	PP						
	PP NA-TIONAL						
	NON PP						
PHON-ICS (% achieved expected stand-ard)	Yr1 ALL		86				
	Yr1 PP						
	Yr1 PP National		67				
	Yr1 Non PP						
	Yr2 retake ALL						
	Yr2 retake PP						

*wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

## 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
RWI Phonics	Ruth Miskin OUP

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*