# Pupil premium strategy statement 2022-2025

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | St Chad’s Catholic Primary School |
| Number of pupils in school | 297 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-25 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Y Ndifor  Chair of Directors |
| Pupil premium lead | J Mooney  Deputy Headteacher |
| Governor / Trustee lead | Y Ndifor  Chair of Directors |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | 100,875.00 |
| Recovery premium funding allocation this academic year | £12,944 |
| 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 | 113,819.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St. Chad’s, in accordance with our Mission Statement, we are committed to providing a high standard of education in a supportive and stimulating environment where all children can learn and attain.  All members of staff and the governing body accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs.  Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils, minimizing external barriers, so that they can achieve to their potential.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The approaches we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.  Quality first 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.  Our approach will be to target the barriers that disadvantaged children face to future attainment and ensure that where possible these barriers are overcome. We will use robust diagnostic assessment, not assumptions about the impact of disadvantage to ensure all disadvantaged children receive the interventions they require to reach their potential. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils receive high quality learning reflective of their need * early identification of barriers, timely intervention and continuous tracking of progress and attainment * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve * enrich their lives through a programme of trips, experiences and clubs * provide for their spiritual and emotional needs.   *“Every person is worthy of our giving… they are God’s handiwork, his creation. God created that person in his image, and he or she reflects something of God’s glory. Every human being is the object of God’s infinite tenderness, and he himself is present in their lives.”*  Pope Francis, Evangelii Gaudium |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Baseline assessment show disadvantaged children have significantly lower attainment on entry to Nursery and Reception |
| 2 | Poor oral language skills which impacts on progress across the school |
| 3 | A significant number of pupils who attract funding have special educational needs. 46% are on the SEND register (20/21) |
| 4 | Lack of enrichment opportunities, days out, museum trips, going to the farm etc |
| 5 | Poor attendance and/or punctuality records |
| 6 | Lack of opportunities for music and extra-curricular activities |
| 7 | Many children have little or no access to books, reading or toys at home |
| 8 | Lack of parental engagement |
| 9 | High levels of children not at expected in Reading, Writing and Numeracy across all Key Phases |
| 10 | High levels of social and economic deprivation |
| 11 | Involvement with other agencies – Social Service, Early Help, EP, S&L |
| 12 | Living in temporary accommodation or in poor standards of accommodation |
| 13 | Limited parental support in the areas of reading, writing and maths |
| 14 | During the Covid19 lockdown, a significant number of children had limited access to computers/laptops to complete online learning and missed significant areas of the curriculum |

## 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.

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| Intended outcome | Success criteria |
| PP children to make good progress and attainment in Phonics. | 75% of PPG in Year 1 to pass the Phonic Test. |
| Literacy progress in line with (or exceeding) non PP children in all year groups (excluding EHCP from data) Years 1-6 | 3+ steps throughout the year  Data to show no greater than 0.5 difference with non PP chn |
| Maths progress in line with (or exceeding) non PP children in all year groups (excluding EHCP from data) Years 1-6 | 3+ steps throughout the year  Data to show no greater than 0.5 difference with non PP chn |
| Participation in extra-curricular clubs and enrichment activities. | 55% of all disadvantaged children attending at least one club per year. |
| Improvement in emotional well-being of  pupils who attract PP funding | Sustained high levels of wellbeing from 2021/22 demonstrated by:   * Qualitative data from student voice, student and parent surveys and teacher observations * A significant reduction in emotional outbursts leading to missed teaching time. * Reduction in self-referral to the Listening Ear * Fewer chn in Reflective Time |
| To support PP children who are on the SEND register | All SEND children to make progress in line with their Passport/Provision Map targets. |
| Improved reading, writing & maths attainment among disadvantaged pupils at the end of KS2. | KS2 outcomes  75% of disadvantaged pupils to meet the expected standard in reading.  75% of disadvantaged pupils to meet the expected standard in writing.  70% of disadvantaged pupils to meet the expected standard in maths.  70% of disadvantaged pupils to meet the expected standard in R,W & M |
| Strong multiplication attainment among disadvantaged pupils in Yr4 | 75% to pass the Yr4 Multiplication check. |
| To ensure that all PP children have the appropriate school uniform. | Cost of branded uniform to be assessed.  Families to be provided with vouchers to help ease the cost.  All children in the correct school uniform. |

**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: £ 60,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Maximising Learning  CPD for staff, moderation training, ensuring planning & assessment procedures are understood and followed by all. | Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  High Quality Teaching[| Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1,2,3,4,6,7,13,14 |
| Prioritise the development of Language and Communication.  Purchase high quality books, puppets or resources for story telling.  CPD all EYFS/KS1 staff effective at promoting and modelling good oral language skills. | High quality adult & child interactions  Adult modelling effective language  Shared reading, story telling and explicit child vocabulary sessions.  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1,2,7,13,14 |
| Purchase of standardised diagnostic assessments – NFER Yr1-6.  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:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2, 3, 4,14 |
| Purchase of Essential Letter & Sounds ([DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme)) to secure stronger phonics teaching for all pupils. | 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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1,2,13 |
| Provide high quality teaching which is complimented by small group or 1:1 work  Continuous ongoing CPD training from the SENCo  Plan, deliver and assess in line with Passport, Provision Map targets.  Purchase Nessy Licence | An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils.  Summary Recommendations Poster  Special Education Needs in Mainstream School| Education Endowment Foundation | EEF | 3 |

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

Budgeted cost: £ 20,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| National Tuition Programme  Provide high quality small group intervention | Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. (EEF) | 2,9 |
| KS2 English & Maths Intervention Groups  Comprehension & sentence structure work.  Targeted individual reading – daily  Booster maths groups- differentiated | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 9,13,14 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1,2,13 |
| Multiplication Intervention Groups | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 9,13 |

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

Budgeted cost: £ 13,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Nurture Groups  The Family Support Worker will run numerous groups and interventions to help meet the emotional needs of the children | 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.  Previous work carried out by the FSW demonstrates the positive impact on the children’s mental health and well-being. Toast Group/ social skills stories. | 8,10,11 |
| Enrichment  The school will offer a range of enrichment activities within and beyond the classroom, including a range of clubs, trips, experiences and a residential trip (Yr6) to improve the emotional and academic outcomes of disadvantaged children. | Enrichment activities provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these physical, creative and academic activities, it can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.  Education Endowment Foundation | EEF  Sutton Trust Life Lessons report October 2017: | 4,6 |
| Senior Admin Officer- Regular meetings with attendance officer and follows up with support from school to enable parents to improve pupil attendance and punctuality. | EEF guidance on attendance interventions:  “Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.” | 5 |
| Provide all PP families with a voucher to offset the cost of branded school uniform |  | 10 |

**Total budgeted cost: £ 93,000**

# 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.

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| Desired Outcome  Approach/Action | Impact |
| Teaching - £50,000 |  |
| Improve oral language skills for pupils eligible for PP across EYFS & KS1  Approach:  75 % of PP children acquiring a GLD in Communication and Language.  Staff to talk in full sentences using high-level vocabulary.  Encouraging the children to response/answer questions in full sentences.  Ongoing referrals for a number of our EYFS and KS1 children to SALT | Success Criteria  All pupils make expected progress and are supported with language development through ‘oracy ‘, speech and language and social skills  groups.   |  |  |  | | --- | --- | --- | | Communication and Language | | | | Name | Listening and Understanding | Speaking | | N | 2 | 2 | | A (EAL) | 2 | 2 | | S | 1 | 2 | | L (EAL) | 2 | 2 | | A (EAL) | 2 | 2 | | L | 2 | 2 | | H (EAL) | 2 | 1 | | J (SEN) | 1 | 2 | | M | 2 | 2 | |  | 78% | 89% |   Impact: |
| PP children to make good progress and attainment in Phonics.  Approach  Phonics parents meeting held in Yr1  TA – 4 sessions a week 1:4 group  5 Differentiated groups  Termly monitoring  NTP 4groups | Success Criteria  77% of PPG in Year 1 to pass the Phonic Test. 7 out of 9 chn (Not including ECHP or HNF chn)  Impact:  During the year the number of PP children rose from 11 to 14.  67% of the children who began Yr1 passed.  12 children completed the test – 5/12 achieved the pass mark -42%  1PP child could not access the test due to his high level of SEND  1PP child was absent- prolonged period/family circumstance |
| Literacy progress in line with (or exceeding) non PP children in all year groups (excluding EHCP from data) Years 1-6  Approach  To provide focused support to ensure positive attitudes, behaviour and learning, to overcome barriers to learning.  A range of small intervention groups in R,W,M 1:3-1:6 to raise attainment.  Frequency dependent on need and additional support within the year group.  Nessy programme to improve phonics and reading – all Yr3 children and targeted Yr4-6 children.  Booster Yr6 SAT provision  NTP  2 comprehension groups  1 GPS group  2 Reading and phonics groups | Success Criteria  3+ steps throughout the year  Data to show no greater than 0.5 difference with non PP chn  Impact:  Reading   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Year | No Of PPChn | EXP | APS | PP | Non PP | Girls | Boys | | Yr1 Progress | 14 | 3 | 2.9 | 2.8 | 3 | 2.8 (6) | 3 (8) | | Yr2 Progress | 13 | 3 | 3 | 3 | 3 | 4 (7) | 3 (6) | | Yr3 Progress | 9 | 3 | 2.9 | 2.9 | 2.9 | 3.2 (6) | 2.3 (3) | | Yr4 Progress | 11 | 3 | 2.2 | 1.8 | 2.5 | 1.3 (3) | 2 (8) | | Yr5 Progress | 12 | 3 | 3.1 | 3.6 | 2.9 | 4.2 (6) | 3 (6) | | Yr6 Progress | 13 | 3 | 3.9 | 4.5 | 3.6 | 4.9 (9) | 3.5 (4) |   Good progress made in Yrs 2,3 and 5  Outstanding progress made in Yr6  In Yrs 2&3 PP children made the same progress as non PP chn  In Yrs 5&6 PP children made better progress than non PP chn  Only Yr4 had a 0.5 or larger difference than non PP chn  Writing   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Year | No Of PP Chn | EXP | APS | PP | Non PP | Girls | Boys | | Yr1 Progress | 14 | 3 | 3 | 2.8 | 3.1 | 2.6 | 3 | | Yr2 Progress | 13 | 3 | 3 | 3 | 3 | 3 | 3 | | Yr3 Progress | 9 | 3 | 3.3 | 3.4 | 3.3 | 3.4 | 3.3 | | Yr4 Progress | 11 | 3 | 2.2 | 2.6 | 2.4 | 2.7 | 2.6 | | Yr5 Progress | 12 | 3 | 3.8 | 3.6 | 3.8 | 3.7 | 3.6 | | Yr6 Progress | 13 | 3 | 4.4 | 4.9 | 4.2 | 4.9 | 5 |   Good progress made in Yrs 2 and 3  Outstanding progress made in Yrs 5&6  In Yr 2 PP children made the same progress as non PP chn  In Yrs 3,4&6 PP children made better progress than non PP chn |
| Maths progress in line with (or exceeding) non PP children in all year groups (excluding EHCP from data) Years 1-6  Approach  To provide focused support to ensure positive attitudes, behaviour and learning, to overcome barriers to learning.  A range of small intervention groups in R,W,M 1:3-1:6 to raise attainment.  Frequency dependent on need and additional support within the year group.  Booster Yr6 SAT provision  Maths setting in Yr5&6  Targeted homework  NTP  2 Maths groups  2 Multiplication groups | Success Criteria  3+ steps throughout the year  Data to show no greater than 0.5 difference with non PP chn  Impact:   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | Year | No of PP Chn | EXP | APS | PP | Non PP | Girls | Boys | | Yr1 Progress | 14 | 3 | 2.6 | 2.6 | 2.7 | 2.3 | 2.8 | | Yr2 Progress | 13 | 3 | 3 | 3 | 3 | 3 | 3 | | Yr3 Progress | 9 | 3 | 3.3 | 3.4 | 3.3 | 3.6 | 3.3 | | Yr4 Progress | 11 | 3 | 2.5 | 2 | 2.8 | 2.3 | 1.9 | | Yr5 Progress | 12 | 3 | 3.4 | 3 | 3.6 | 3.5 | 2.4 | | Yr6 Progress | 13 | 3 | 3.9 | 4.5 | 3.6 | 4.9 | 3.5 |   Good progress made in Yrs 2,3 &5  Outstanding progress made in Yr6  In Yr 2 PP children made the same progress as non PP chn  In Yrs 3&6 PP children made better progress than non PP chn  Yr5 children made less progress than non PP children, but still made expected progress. |
| To support PP children who are on the SEND register.  Approach  To provide focused support to ensure positive attitudes, behaviour and learning, to overcome barriers to learning.  A range of small intervention groups in R,W,M 1:3-1:6 to raise attainment.  Frequency dependent on need and additional support within the year group.  Maths setting in Yr5&6  Targeted homework  NTP  Nessy Licences for 16 | Success Criteria  All SEND children to make progress in line with their Passport/Provision Map targets.  Impact:   |  |  |  |  | | --- | --- | --- | --- | |  | Reading | Writing | Maths | | Yr1 Progress | 2.3 | 2.7 | 2.6 | | Yr2 Progress | 3 | 3 | 3 | | Yr3 Progress | 2.5 | 3 | 3.3 | | Yr4 Progress 3EHCP | 1.1 | 1.4 | 2 | | Yr5 Progress | 3.5 | 3.3 | 2.8 | | Yr6 Progress | 5 | 6.7 | 5 | |
| **Intervention £13,800** |  |
| Improved reading, writing & maths attainment among disadvantaged pupils at the end of KS2.  Approach  S.A.T. preparation  Practice Comprehension papers  Group reading 3X a week  Comp/spelling/grammar/maths homework  Discrete grammar sessions  Daily writing opportunities – Eng/RE  NT Feedback/Conferencing  Yr6 spelling work bank  NTP 15 hr  Setting (Group of 8) 4x a week  Concrete & pictorial work to support understanding  Booster Tuesday Club  S.A.T Additional Time | Success Criteria  KS2 outcomes in 2021/22 show that more than:  81% of disadvantaged pupils to meet the expected standard in reading.  79% of disadvantaged pupils to meet the expected standard in writing.  70% of disadvantaged pupils to meet the expected standard in maths.  66% of disadvantaged pupils to meet the expected standard in R,W & M  Impact:  Outstanding results for the PP children in all subjects.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | PP 13 Children | Reading | Writing | Maths | Combined | SPAG | | At expected + | 100% | 92% | 92% | 92% | 92% | | Non PP at EXP + | 85% | 82% | 76% | 79% | 85% | | GD | 46% | 38% | 30% | 23% | 38% | | Non PP at GD | 46% | 24% | 32% | 18% | 32% |   Higher than non PP in all areas.  Greater depth higher in Reading, Writing, GPS and combined. |
| Improved multiplication attainment among disadvantaged pupils in Yr4  Approach  Discrete weekly lessons  NTP  Booster sessions  Lunchtime club | Success Criteria  50% to pass the Yr4 Multiplication check.  Baseline data Sept 21 shows 22% currently achieving at predicted pass level.  Impact:  90% PP children passed the Multiplication Check.  85% Non PP passed the Multiplication Check |
| **Wider Strategies £12,200** |  |
| Participation in extra-curricular clubs and enrichment activities.  **Approach:**  Encouraged all PP children to attend the free homework clubs.  50% off all paid clubs, regardless of how many they attend.  £50 discount to the residential trip to PGL  No child to miss a trip due to cost. | Success Criteria  55% of all disadvantaged children attending at least one club per year.  Impact:  14 Clubs took place in the Summer 2022 term  **Clubs**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Yr | Yr1 | Yr2 | Y3 | Yr4 | Yr5 | Yr6 | | No of clubs available | 1 | 3 | 3 | 4 | 2 | 1 | | % PPG who participated in at least one club. | 36% | 88% | 33% | 79% | 70% | 21% | | Cost from PPG | £62.50 | £122.50 | £22.50 | £165.50 | £100.00 | £40.00 | |
| Improvement in emotional well-being of pupils who attract PP funding  **Approach:**  Nurture Group  Toast Group  1 TA x 5hrs- Mon- Fri 2pm-3pm  Safeguarding/Inclusion Team Meetings. | Success Criteria  Sustained high levels of wellbeing from 2021/22 demonstrated by:   * Qualitative data from student voice, student and parent surveys and teacher observations * A significant reduction in emotional outbursts leading to missed teaching time. * Reduction in self-referral to the Listening Ear * Fewer chn in Reflective Time   Impact:  Timetabled nurture provision took place, including self referral.  47 PP children were supported in a range of sessions from Lego/craft therapy to small group work on friendships.  21 children received regular nurture sessions.  12 children received work on managing their behaviour and self-regulating their actions.  Children noticeable more settled and ready to work when attending class.  Safeguarding and monitoring meetings took place bi-weekly. |

## 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*

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| --- | --- |
| Programme | Provider |
|  |  |
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## Service pupil premium funding (optional)

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

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| --- | --- |
| **Measure** | **Details** |
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# Further information (optional)

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