

## 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
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs M Parker
Pupil premium lead	Mrs M Parker
Governor / Trustee lead	Mrs A Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,400
Recovery premium funding allocation this academic year	£17,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6,421
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,084,555

# Part A: Pupil premium strategy plan

## Statement of intent

In our teaching of the Gospel values, we tell our pupils to be Compassionate and loving towards others, whether they are their neighbour or from across the seas; the less fortunate and to show dignity and respect regardless of their culture or beliefs.

Our PP strategy underpins those beliefs that everyone is entitled to equal opportunities here in school, but some may need additional help using the PP money to achieve this. The support we offer is targeted intervention for pupils or families based on conversations, data, book trawls, formal and informal assessment. We are aware that not all disadvantaged pupils have the same needs or require extra help.

We are committed to ensuring that all our children receive high quality teaching which is at least good in every lesson. We will continually assess and rapidly intervene when children require additional support. This support will be structured, time limited and monitored for effectiveness.

This academic year we will be supporting our pupils in a variety of ways including:

- Targeted small group work to support children in KS1 in developing early reading and comprehension skills.
- Targeted small group work to develop reading fluency and comprehension in KS2 to be provided by Learning Support.
- Targeted small group work to support children in developing their maths knowledge and understanding.
- Small group work that supports children both in terms of their academic ability and their ability to socialise and increase resilience.
- The family support worker who works with a number of families four days to remove barriers to learning, increase attendance and identify other needs.
- Individual work for children who need help with phonics, reading and spelling work across EYFS, KS1 & KS2.
- Intervention work across KS2 for those who didn't pass the phonics screening in KS1
- Purchase of specialist resources for English including reading & phonics

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in phonics and reading, including early reading, which have been exacerbated by lockdowns and cognitive issues (identified and tracked via ongoing RWI phonics assessments and NFER data analysis).

2	Low levels of reading skills (reading with stamina, good level of speed/fluency and with comprehension) in both Key Stage 1 and Key Stage 2 classes identified and tracked with NFER data and school's assessment system.
3	Gaps in Maths through lost learning in all year groups identified and tracked via NFER and school's assessment system.
4	Children arriving at school without having had a nutritious breakfast.
5	Our Child and Family Support worker's observations alongside our FHS Worker, conversations and direct work has seen an increase in the number of disadvantaged pupils needing social and emotional support and their families needing direct work and financial support in order to get their children to school to learn.
6	Emotional well-being – can create a negative mindset which leads to lower academic progress.

## 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
Reduce the gap between disadvantaged and non-disadvantaged pupils	Progress and attainment gap closes at each monitoring cycle.
Improved phonics and reading attainment for disadvantaged pupils by the end of EYFS & KS1.	Accelerated progress for our most disadvantaged pupils in phonics and reading across EYFS and KS1. Evidenced through PSC and RWI assessments
Improved reading attainment for disadvantaged pupils by the end of KS1 & KS2. Accelerated progress for our most disadvantaged pupils in phonics and reading across KS2. Evidenced through NFER assessments and tracking systems in place.	Accelerated progress for our most disadvantaged pupils in phonics and reading across K1 & KS2. Evidenced through NFER assessments and tracking systems in place.
Improved maths attainment for disadvantaged pupils at the end of KS2. Accelerated progress for our most disadvantaged pupils in maths across KS2. Evidenced through NFER assessments and Maths intervention programmes	Accelerated progress for our most disadvantaged pupils in maths across KS2. Evidenced through NFER assessments and Maths intervention programmes
Provide universal breakfast provision to meet the nutritional needs of our disadvantaged families.	Improved punctuality, reduction in hunger, improved concentration, and development in children's social development.
Continued wider pastoral support for families and pupils.	Families receive 'short term' intervention that leads to good learning outcomes for pupils.
Improved well-being in Pupil Premium children, resulting in improved self-esteem, behaviour, improved attendance and therefore improved academic attainment.	Children are provided with pastoral care, guidance, and support to raise self-esteem and develop skills of resilience, independence and perseverance.

## 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: £ 140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure Quality First teaching for all children in all classes.	Quality First Teaching has a direct impact on student outcomes. (Sutton Trust) <a href="https://www.educationendowmentfoundation.org.uk/pupil-premium-guidance">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>	1,2,3
Purchase of NFER tests for K1 & KS2	Standardised tests have a detailed question analysis which will inform planning and targeted teaching. <a href="https://www.educationendowmentfoundation.org.uk/assessment-and-feedback">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3
Training for all staff in delivering phonics regardless of year group	Phonics training for all staff will benefit all children to provide coherence in reading, phonics, spelling and handwriting as the children progress through the school. <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1,2
Purchase of relevant phonics books to match the sounds being taught in class	To reinforce the sounds being taught in class, children need to have books that match the sounds to take home with them for further consolidation. <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1,2

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions timetabled daily for those year	Phonics groups are showing clear evidence of having a positive impact. Groups are monitored by SLT and	1,2,3

groups with targeted support	<p>individuals responsible for the target groups are keeping records showing improvement.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
Engaging with the National tutoring programme to provide a blend of tuition, mentoring and school led tutoring programmes.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers and Learning Support to receive 'Positive Handling' training	Based on the increased number of pupils with Social and Emotional needs and some of the behaviours observed. We need to ensure all staff are trained in this area.	5,6
Family Support Worker to lead Social and Emotional Support Programme	Based on the increased number of pupils with Social and Emotional needs to implement the updated programme. <a href="https://www.educationendowmentfoundation.org.uk/eef-social-and-emotional-learning-pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/eef-blog-three-keys-to-unlocking-positive-learning-behaviours">EEF Blog: Three keys to unlocking positive learning behaviours   EEF (educationendowmentfoundation.org.uk)</a>	5,6
To improve wellbeing for all pupils but notably the disadvantaged.	To provide financial support to families where it is most needed. <a href="https://www.educationendowmentfoundation.org.uk/eef-social-and-emotional-learning-pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	5,6
Increase Pastoral support provision, with particular emphasis on mental health awareness.	Implementation of the new Friends for Life Programme. Where needed children to attend Zacchaeus. Increase in the number of pupils successfully deploying strategies to self-regulate. <a href="https://www.educationendowmentfoundation.org.uk/eef-social-and-emotional-learning-pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	5,6

	<a href="#">EEF Blog: Three keys to unlocking positive learning behaviours   EEF (educationendowmentfoundation.org.uk)</a>	
To provide universal breakfast provision to meet the needs of disadvantaged families.	<p>Pupils to eat more healthily.  Increased concentration.  Improved punctuality of some children.</p> <p><a href="#">Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</a>  <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	4,5

**Total budgeted cost: £181,447**

## 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.

- All families were offered access to the school's foodbank to ensure no families were going hungry during the lockdowns.
- All families were given access to the Father Hudson Support Worker to support families with their wellbeing.
- Financial support for families - uniforms, bus passes etc.
- Children continued to be given breakfast in their classrooms in the mornings
- Investment in New NFER Standardised assessments which gave clear identification of gaps in learning and plugging of such gaps through quality first teaching and intervention where needed.
- CPD training for staff which improved staff confidence in teaching writing and closing gaps rapidly on their return after lockdown.
- Reading and phonics resources facilitated 'gap closing' once the pupils were back in school after lockdown.