

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium **for the 2023 to 2024 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 Catholic Primary School
Number of pupils in school	75 (including nursery)
Proportion (%) of pupil premium eligible pupils	17 = 23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	January 2024
Statement authorised by	J. Ellison
Pupil premium lead	J. Ellison
Governor / Trustee lead	S. Jackson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,545
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£23,545

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language and basic maths skills are lower than those of their peers. This means they need to make more progress than their peers to catch up.
2	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
3	Due to low starting points, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year. This slows their progress in all curriculum areas that demand effective reading strategies.
4	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentees are particularly high in KS2.
6	Lack of opportunities for some Pupil Premium children. This causes low aspirations amongst some families.

## 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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	At least 50%Pupil Premium children meet a Good Level of Development.
Improve emotional resilience for all pupils through use of TA support and intervention.	Lesson observations will demonstrate pupils' positive attitudes to learning, independence skills and good behaviours.
Y1 phonics confirm that proportions of disadvantaged pupils that meet the standard continues to be above 80%.	At least 80% of all pupils including PP continue to meet the expected standard in phonics.
Provide children with high quality teaching and feedback to ensure progress in lessons.	Increased proportions of pupils will reach ARE in English and Maths across the school.
Reduce the number of persistent absentees.	Number of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children.
For all children to experience wider opportunities within their learning – cultural capital	For all children to have access to educational visits, visitors, music tuition etc.

## 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: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement communication and language programmes with all EYFS children and any other child requiring support across the year.	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p><b>EEF toolkit: Communication and language approaches - additional 6 months progress</b></p>	1
Staff to continue to receive training from the Maths Hub to develop early numeracy approaches.	<p>On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p><b>EEF toolkit: Early Numeracy Approaches - additional 6 months progress</b></p>	1
Staff to continue to use Metacognition	Metacognition and self-regulation approaches have consistently high levels of	2

<p>techniques. Staff attend day 2 of training.</p> <p>All staff to receive support from Piece of Mind, Mable counselling services.</p> <p>Staff will implement strategies which are appropriate to their cohorts following training.</p>	<p>impact, with pupils making an average of seven months' additional progress.</p> <p><b>EEF toolkit: Metacognition and self-regulation - additional 7 months progress</b></p>	
<p>Staff to continue to access phonics training to implement RWI scheme in line with DfE guidance and ensure consistency in this approach to phonics across the school.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Sounds Write is a DfE accredited systematic synthetic phonics programme</p> <p><b>EEF toolkit: Phonics - additional 4-month progress</b></p>	3

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to ensure that all eligible pupils' access EYFS as soon as they are able.</p>	<p><b><u>Effective Provision of Pre-school Education (EPPE) project findings</u></b></p> <p>Beginning early year's education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early year setting before turning three make approximately six additional months' progress compared to those who start a year later.</p> <p><b>Early Years EEF Toolkit: Earlier Starting Age – additional 6 months progress</b></p>	1

<p>Intervention for Reading/GPS/maths – Taught by school staff after school.</p>	<p>Short, regular sessions (about 1hr, at least twice per week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p><b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b></p> <p><b>EEF Teaching and Learning Toolkit: One to One tuition - additional 5 months progress</b></p>	<p>4</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with One Point – Early Help to ensure families receive support to improve attendance</p>	<p>Parental engagement has a positive impact on average of 4 months’ additional progress.</p> <p><b>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</b></p>	<p>5</p>
<p>Provide opportunities for children to take part in educational visits, visitors, music tuition etc.</p>	<p>Children from low social deprived areas are less likely to have opportunities to leave the area and visit local landmarks. Children are less likely to have access to music tuition.</p>	<p>8</p>

**Total budgeted cost: £23,500**

## 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 2022 to 2023 academic year.

ARE 2022-2023		Summer 23	Summer Greater Depth	FSM
Year 6 [FSM 1]	Reading	69%	23	66
	Writing	69%	0	66
	GPS	69%	8	66
	Maths	69%	38	66
Year 5 [FSM 5]	Reading	33%	7	20
	Writing	40%	0	40
	Maths	33%	0	20
Year 4 [FSM 3]	Reading	57%	14	33
	Writing	43%	0	0
	Maths	64%	7	33
Year 3 [FSM 2]	Reading	67%	13	50
	Writing	50%	0	50
	Maths	33%	33	50
Year 2 [FSM 2]	Reading	67%	11	100
	Writing	67%	11	100
	Maths	78%	0	100
Year 1 [FSM 4]	Reading	75%	25	75
	Writing	63%	0	75
	Maths	88%	25	75
Rec [FSM 1]	GLD	63%		0

Due to small cohort numbers it is difficult to draw comparisons