

# Pupil Premium Strategy Statement - St Chad's C.E. (C) Primary School

This statement details our school's use of pupil premium (for the 2024 to 2025 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 C.E. (C) Primary School
Number of pupils in school:	267
Proportion (%) of pupil premium eligible pupils:	14%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	3 <sup>rd</sup> December 2024
Date on which it will be reviewed	20 <sup>th</sup> July 2025
Statement authorised by	Mrs J Brennan
Pupil premium lead	Mrs J Brennan
Governor / Trustee lead	Mrs Z Comley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£59,200</b>
Recovery premium funding allocation this academic year	<b>£1,450</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<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	<b>£60,650</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is 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, those from low income families, those with home environment challenges as well as other factors. 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, as per our teacher's performance management criteria and current CPD focus, with a focus on areas in which disadvantaged pupils and those with significant SEND require the most support. In our school writing is a particular focus this year. 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, using high quality evidence based interventions
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

All disadvantaged pupils should also be able to take part in trips, residential and any other activities that may incur a cost by being supported to do so financially by the school. Our uniform policy also outlines the support in place for disadvantaged families.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, internal data and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps remain an area of improvement among many of our disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and our internal data also suggests this.
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils. Teacher referrals for support have also markedly increased.</p>
4	Our internal data shows that we have significant knowledge gaps leading to pupils falling behind age-related expectations, writing being the lowest data for our setting, with maths close behind.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	In KS1 and 2 our disadvantaged pupils make up a high percentage of our SEND reading groups who received extra support from the Little Wandle keep ups. We expect that after this year these pupils have made enough progress to come off the programme and become fluent independent readers.
Improved wellbeing for all pupils with a particular focus on disadvantaged pupils	Sustained high levels of wellbeing from 2023/24 demonstrated by:

	<ul style="list-style-type: none"> <li>• qualitative data from pupil voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Improved writing attainment for disadvantaged pupils at the end of each key stage	PP whole school data shows that 69% of our PP pupils are below the expected standard in writing. A large percentage of these pupils also have additional learning needs/SEND. At the end of this year we expect this percentage to reduce and the expected standard to increase.
Improved maths attainment for disadvantaged pupils at the end of each key stage	PP whole school data shows that 66% of our PP pupils are below the expected standard in maths. A large percentage of these pupils also have additional learning needs/SEND. At the end of this year we expect this percentage to reduce and the expected standard to increase.

## 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: **£4,972**

Activity	Evidence that supports this approach	Challenge number(s) addressed
BTSA ongoing CPD booked for English and Maths to ensure High Quality Teaching and Learning at wave one <b>£300</b>	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	1 2 4
Libresoft <b>£383</b>	Libresoft software allows the reading lead to track home reading for all pupils groups and how often books are changed/monitor reading progress	4
Purchasing of TTRockstars times tables subscription <b>£183</b>	Pupils should master basic mental arithmetic – addition, subtraction, multiplications and division – and be able to recall their times tables quickly. Those who don't may well have difficulty with more challenging maths later in school. <a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths">https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths</a>	4
Little Wandle subscription <b>£995</b>	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2 4
Release time for S Alcock to analyse the data trackers/ensure interventions include the correct pupils according to the data <b>£1,610</b>	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 2

Emotion Coaching training including release time <b>£820</b>	Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3
Release time for L Durgan-Smith to implement the Restorative Practice initiative <b>£681</b>	A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective. <a href="https://www.gov.uk/government/case-studies/using-simple-clear-behaviour-expectations-in-school">https://www.gov.uk/government/case-studies/using-simple-clear-behaviour-expectations-in-school</a>	3

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

Budgeted cost: **£54,025**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS/KS1 delivery of Stoke Speaks Out program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. <b>£1,216</b>	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> Evidence suggests a selection of high-quality, structured interventions can enhance pupil progress when delivered as intended, by TAs who are well-trained and well-supported. <a href="https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence">https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence</a>	1 2
J Simpson and R Darlington to deliver afternoon interventions for writing and maths times tables	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 href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4

<b>£9,647</b>	Evidence suggests a selection of high-quality, structured interventions can enhance pupil progress when delivered as intended, by TAs who are well-trained and well-supported. <a href="https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence">https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence</a>	
J Simpson, O Downing and A Lowndes pastoral sessions delivered <b>£5,130</b>	Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3
NFER Purchase of standardised diagnostic assessments <b>£2680</b>	NFER assessments identify pupils who are falling behind the standard and allow staff to analyse where those gaps are in order to plan for timely interventions.	4
TA in every class for group work / targeted support for academic work and wellbeing sessions <b>£35,352</b>	TAs in every class for small group work, wellbeing support and personal targets/in class support.  The school is also making up the shortfall of the staffing line of the budget to cover the cost of TAs in every class.	1 2 3 4

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

Budgeted cost: **£1,653**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supplementing trips to enable PP pupils to attend having a positive impact on wellbeing and peer relationships and communication skills/team building.	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): <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	3

<p>Y4 Laches Wood <b>£425</b> Y6 Standon Bowers <b>£1,105</b></p>		
<p>G Derricott to complete forest schools L3 to enable pupils to take part in tool work/improve social and emotional skills <b>£110</b></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): <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</a></p>	<p>3</p>
<p>Uniform contributions <b>£13</b></p>	<p>School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	

**Total budgeted cost: £60,650**



## 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

#### **Whole school data expected standard**

Maths 79% Reading 79% Writing 69%

#### **Whole school PP data expected standard (36 PP Pupils including 17 with SEND):**

Maths 42% gap of 37% Reading 47% gap of 32% Writing 36% gap of 33%

#### **Whole school PP data expected standard (excluding pupils with SEND):**

Maths 72% gap of 7% Reading 78% gap of 1% Writing 61% gap of 8%

#### **Y6 PP data expected standard (7 PP Pupils, 1 of those are SEND)**

Maths 71% Reading 71% Writing 57%

#### **Y5 PP data expected standard (5 PP Pupils, 3 of those are SEND)**

Maths 20% Reading 60% Writing 0%

#### **Y4 PP data expected standard (6 PP Pupils, 4 of those are SEND)**

Maths 33% Reading 33% Writing 33%

#### **Y3 PP data expected standard (5 PP Pupils, 2 of those are SEND)**

Maths 40% Reading 40% Writing 40%

#### **Y2 PP data expected standard (7 PP Pupils, 3 of those are SEND)**

Maths 56% Reading 56% Writing 57%

#### **Y1 PP data expected standard (6 PP Pupils, 4 of those are SEND)**

Maths 17% Reading 17% Writing 17%

### **EYFS (2 PP Pupils)**

Communication and language 50%

Literacy 50%

Maths 50%

GLD 50%

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 has broadly remained the same. Interventions have impacted pupil performance with some pupils making accelerated progress, however this progress was not enough to meet the expected standards for all PP Pupils. Reading, writing and maths are broadly the same in terms of PP achievement, maths being the lowest whole school.

47% of our disadvantaged and PP Pupils are on our SEND register and have complex educational needs. These pupils have a robust support plan in place and are making progress towards their personal targets. If SEND pupils are taken out of the percentages for PP, they are in line with or slightly below whole school data.

Our data does show that a large percentage of our disadvantaged pupils would still benefit from pastoral work, therefore we have appointed a pastoral lead worker this year, as well as a nurture group and physical intervention group for pupils with social and emotional needs.