

St Chad's Pupil Premium Strategy Statement 2021/2022 – 2024-2025

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 Catholic Primary School
Number of pupils in school	210 (Nursery figures TBC)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2024
Statement authorised by	K Bickley
Pupil premium lead	K Bickley
Governor / Trustee lead	K Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,245
Recovery premium funding allocation this academic year	£5,365
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	£56,320

Part A: Pupil premium strategy plan

Statement of intent

St Chad's is a one form entry primary school. Following school closures due to pandemic, the gap between disadvantaged pupils and others has widened for some of our children.

The pupil premium strategy plan covers a three-year cycle and will be reviewed on a yearly basis. St Chad's is committed to ensuring that every pupil irrespective of their background is a highly successful learner.

This academic year, our focus will be on supporting identified pupils to bridge and narrow their gaps through lost learning or due to other circumstances relating to the pandemic which have impacted on their wellbeing, this includes high attaining pupils and to ensure that their needs are met alongside peers.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

Alongside this, we will consider the challenges faced by vulnerable pupils including those with a social worker or young carer regardless whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	Return to school and learning: Pandemic Baseline assessments, observations, professional input indicate support for basic skills in pupils – from reception upwards. Noticeable increase in referrals to external services including speech and language.

2	<p>Baseline assessment across the school in English and maths demonstrate gaps for disadvantaged pupils. An additional challenge has been the introduction of a new systematics phonics scheme alongside school closures. Research concludes that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>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.</p>
3	<p>Whole school assessments and observations indicate that the education and well-being 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>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, in phonics, reading, writing and maths.</p>
4	<p>Our assessments (including pupil surveys), observations and discussions with parents and carers during parent consultations identified an increase in social, emotional and mental health issues across school.</p> <p>An increase in external 'mental health' referrals and internal Emotional Literacy</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, accompanied with a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>The lack of enrichment, before and after school opportunities (during school closure) and peer interactions have affected all pupils including disadvantaged pupils and impacted on their overall attainment.</p>
6	<p>Persistent absence has increased significantly and attendance rates of groups of pupils with additional vulnerabilities is higher than pre-pandemic rates.</p>

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
<p>To develop basic skills of reading, writing and maths and strengthen phonic knowledge and early reading skills</p>	<ul style="list-style-type: none"> • Improved teaching and learning of the basic skills of reading, writing and maths. • Systematic Synthetic Phonics. The Read Write Inc scheme embedded throughout the school and cycles of evidence to support impact. • Phonics screening results above national averages for disadvantaged pupils. • Assessments and observations indicate an improvement in 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, <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p>

	<ul style="list-style-type: none"> • All staff are trained to deliver systematic synthetic Phonics to a high level including all new starters and teaching assistants. • Phonics teaching is effective and that phonics progress is linked to progress in reading.
<p>To support disadvantaged children to make accelerated progress in phonics and reading, writing and maths towards end of year expectations</p>	<ul style="list-style-type: none"> • Pupils will make accelerated progress in phonics and reading, writing and maths towards end of year expectations. • Pupils will make accelerated progress from their starting points. • The gap between pupil premium and non-pupil premium pupils will lessen. • Attainment for disadvantaged pupils will be at least in line with 'others' nationally. <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Embedded high quality, carefully planned professional development. • KS2 reading, writing and maths outcomes in 2024/25 show an increase in the percentage of disadvantaged pupils meeting the expected standard or above compared to previous years.
<p>Increased social emotional mental health needs of children and families.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Increased social emotional mental health needs of children and families. • Clear pathways of external support for pupils and families. <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Feedback from pupil and parent surveys and teacher observations. • The percentage of all pupils who are persistently absent being below the national average and the figure among disadvantaged pupils being in line with their peers.
<p>To ensure disadvantaged pupils have access to high quality services, extra-curricular provision and enrichment opportunities across the school year.</p>	<ul style="list-style-type: none"> • All disadvantaged children to have access to enrichment opportunities and afterschool clubs. • All pupils in receipt of funding and those deemed vulnerable to attend all off-site trips and have equal access to residential trips. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being in line with the national average, and the attendance gap between disadvantaged pupils and their non -disadvantaged peers being reduced. • School will offer high quality services, extracurricular provision and a wide range enrichment opportunities.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • SLT to meet regularly with the Education Welfare Officer EWO to identify and track families in need of support including persistent absentees.

- SLT/SENDCo to identify barriers to attendance and punctuality for pupils and families.
- SENDCo to support families and signpost them to internal and external services that can support current barriers around attendance including absences linked to medical or special educational needs.
- Disadvantaged pupils' attendance to increase and be in line with school, local and national targets.

Sustained high attendance from 2024/25 demonstrated by:

- A decrease in the overall absence rate for all pupils identified as persistent absentees.
- The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced significantly.
- Identified families benefiting from early help; impacting attendance, social and emotional and learning behaviours.

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional specialist teaching support across the school including targeted phonics/maths tuition,</p> <p>Specialist teacher support for a disadvantaged homework club.</p>	<p>High quality, target interventions across the school and identified disadvantaged/vulnerable pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3, 4
<p>Additional support for targeted lowest 20% in 1:1 reading from teaching assistants/reading volunteers</p>	<p>Targeted 1:1 reading with teaching assistants, plotted across the Academy with the communication curriculum lead. Volunteer buddy readings matched to pupils in the next academic year. (2022/23)</p>	1 2 3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils</p>	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Research on phonics indicates that a focus on a synthetic systematic programme for Early Readers which supports all pupils to be readers by the age of 7. Tight ongoing focus of the lower 20% of readers within each year group EEF focus on 'keep up' rather than 'catch up' approach. Where pupils make insufficient progress, additional practice and support will be put into place immediately</p>	2 3
<p>Enhancement of our maths teaching (focussing on building fluency) and curriculum planning in line with DfE and EEF guidance.</p>	<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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3

	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
<p>Improve the quality of social and emotional learning. (SEL)</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £20,320.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Specific focus on Action Tutoring (part of the National Tutoring programme)</p> <p>A national education charity supporting pupils from disadvantaged backgrounds to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p>	<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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on wellbeing, safeguarding updates, behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school and in line with Keeping Children Safe in Education updates. (KCSIE)</p> <p>New staff will have training and release time around Safeguarding alongside whole school staff yearly training.</p>	<p>Dudley's Safeguarding Children's Partnership https://dudleysafeguarding.org.uk/</p> <p>Alyson Sayers Safeguarding Lead.</p> <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	5
<p>1-1 targeted support for individual pupils through behaviour coaching from SENDCO, well-being lead and receiving support from Sycamore Behaviour Support Team.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4 6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Improve attendance for all pupils.</p> <p>Raise the importance of attendance – whole school assemblies, rewards, communication with parents.</p> <p>Regular liaison with the Education Welfare Officer (EWO)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Enrichment including before and after school provision.</p> <p>Links with coaching and fitness organisations to promote physical fitness.</p>	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time/</p>	5 6

	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £56,320

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years particularly in reading, writing and maths. Historically the attainment gap over the previous years was evident but more pronounced due to the by the pandemic.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources.

St Chad's remained open to our most vulnerable and disadvantaged pupils for the duration of school closure. Staff worked on a rotating basis alongside the Senior Leadership Team. A comprehensive online home learning and bespoke package was designed to support pupils continued

Although overall attendance in 2020/21 was lower than in the preceding years due to the pandemic. During school closures, all disadvantaged pupils were offered a school place most of which attended. Those who did not attend showed less engagement with online learning and a further pastoral package was put in place to support wider families' issues around engagement and safeguarding.

2020/21 attendance has remained steady at 93.4% despite tow further locks downs. The school has identified persistent absentees and gaps in pupil attendance for some pupils, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities de-tailed in this plan.

Service Pupil Premium Spending

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Additional activity

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.