

# Pupil premium strategy statement – St Chad's Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	40 pupils (19%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 2023/24 2024/25
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	M Grubham
Pupil premium lead	T Polito
Governor / Trustee lead	K Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,745
Recovery premium funding allocation this academic year	£5,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£62,690</b>

## Part A: Pupil premium strategy plan

### Statement of intent

St Chad's is a one form entry primary school. 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. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

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 significant 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.

The range of provision for this group includes and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is strong.
- 1-1 support.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support.
- Support payment for activities, educational visits and residential trips thus ensuring children have first-hand experiences to enhance their learning.
- Behavioural and emotional support.

## Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills.
2	Low attainment on entry to the Early Years Foundation Stage in all areas when compared with peers.
3	Poor parental engagement.
4	Attendance and Punctuality issues.
5	Low self-esteem and confidence issues.
6	Increased attainment gap to peers as a result of COVID-19 crisis. Knowledge gaps leading to pupils falling further behind age-related expectations, in phonics, reading, writing and maths.

## 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
To develop basic skills of reading, writing and maths and strengthen phonic knowledge and early reading skills	<ul style="list-style-type: none"> <li>Improved teaching and learning of the basic skills of reading, writing and maths.</li> <li>Systematic Synthetic Phonics. The Read Write Inc scheme embedded throughout the school and cycles of evidence to support impact.</li> <li>Phonics screening results above national averages for disadvantaged pupils.</li> <li>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,</li> <li>All staff are trained to deliver systematic synthetic Phonics to a high level including all new starters and teaching assistants.</li> <li>Phonics teaching is effective and that phonics progress is linked to progress in reading.</li> </ul>
To support disadvantaged children to make accelerated progress in phonics and reading, writing and maths towards end of year expectations	<ul style="list-style-type: none"> <li>Pupils will make accelerated progress in phonics and reading, writing and maths towards end of year expectations.</li> <li>Pupils will make accelerated progress from their starting points.</li> <li>The gap between pupil premium and non-pupil premium pupils will lessen.</li> <li>Attainment for disadvantaged pupils will be at least in line with 'others' nationally.</li> </ul>

	<ul style="list-style-type: none"> <li>• Embedded high quality, carefully planned professional development.</li> <li>• 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.</li> </ul>
<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"> <li>• Increased social emotional mental health needs of children and families.</li> <li>• Clear pathways of external support for pupils and families.</li> </ul> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Feedback from pupil and parent surveys and teacher observations.</li> <li>• 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.</li> </ul>
<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"> <li>• All disadvantaged children to have access to enrichment opportunities and afterschool clubs.</li> <li>• All pupils in receipt of funding and those deemed vulnerable to attend all off-site trips and have equal access to residential trips.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• School will offer high quality services, extracurricular provision and a wide range enrichment opportunities.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• SLT to meet regularly to identify and track families in need of support including persistent absentees.</li> <li>• SLT/SENDCo to identify barriers to attendance and punctuality for pupils and families.</li> <li>• 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.</li> <li>• Disadvantaged pupils' attendance to increase and be in line with school, local and national targets.</li> </ul> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• A decrease in the overall absence rate for all pupils identified as persistent absentees.</li> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced significantly.</li> <li>• Identified families benefiting from early help; impacting attendance, social and emotional and learning behaviours.</li> </ul>

## 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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Significant investment in relevant CPD for all staff to ensure high quality teaching. This includes Catholic Partnership CPD programme, RWI courses and leadership formation programmes. Also strong partnerships, collaborative opportunities and CPD across the MAC, learning community and Local Authority.</p> <p>CPD includes Diane Pye leadership courses for all subject leaders, leadership formation for all current and potential leaders, Building the Kingdom for senior staff.</p>	<p>There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with some studies suggesting gains equating to more than two years' progress in one year. These gains have been shown to be even greater for students from disadvantaged backgrounds (William and Timperley et al 2016) thus having the potential to improve the life chances of all students.</p>	6
<p>Additional support for targeted lowest 20% in 1:1 reading from teaching assistants/reading volunteers</p>	<p>EEF "Use classroom teachers and teaching assistants to provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy."</p>	1 2 3
<p>Head of School non-class based to allow her to focus on support for two first year ECTs. Head of School's role is to ensure all teaching across the school is at least good and often outstanding. One day of Head of School salary for the year.</p>	<p>EEF "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium."</p>	6
<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><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611207/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	3

	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5</p>

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Reading Plus for Y5 and Y6 pupils which can be accessed both at home and in school.	Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation.	1, 3 and 6
1:1 and 1:3 tutoring using the school-led tutoring programme. School to subsidise alongside government funding.	<p>Ensure support for middle and higher attainers too. Increase percentage of children reaching greater depth.</p> <p>EEF – “disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.”</p> <p>EEF “Use classroom teachers and teaching assistants to provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”</p>	1, 5 and 6
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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Speech and language therapist to screen all children on entry and bespoke programmes are put in place. Therapist employed regularly throughout the academic year.	<p>Weak Language and Communication skills. Many children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, some children struggle to use talk to connect ideas and explain what is happening coherently. Higher than average numbers of children access SALT in Reception – 80% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist. SALT also trains TAs to ensure long-term benefit.</p>	1 and 2

<p>Targeted interventions for all pupils who need additional support to reach ARE or other significant milestones (e.g. pass phonics test in Y1).</p>	<p>EEF “Use classroom teachers and teaching assistants to provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”</p>	<p>1, 2 and 6</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,960

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 <a href="https://dudleysafeguarding.org.uk/">https://dudleysafeguarding.org.uk/</a></p> <p>Alyson Sayers Safeguarding Lead.</p> <p>Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></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><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition-eeef/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4 6
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Improve attendance for all pupils.</p> <p>Raise the importance of attendance – whole school assemblies, rewards, communication with parents.</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><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential</p>	5 6

	benefits have been reported such as improved attendance.	
Contingency fund for acute issues.	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.	All
SEMH mentor to support children who are lacking self-esteem, having problems at home or just need emotional support. Level 3 TA for 3 one day per week.	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self- management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are targeted at students with particular social or emotional needs. Public Health England – “Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.”	5
Meetings with all PP families who had attendance below 95% last academic year to create a strategy together to support the family to improve attendance. Examples include free admission to breakfast club and before school extra-curricular clubs to encourage children to get to school early.	NCCP’s national data analysis found that chronic absence (attendance below 90%) in primary school is associated with lower academic performance for all children regardless of gender, ethnicity or socioeconomic status. In parent meetings, some stated organisation at home including sorting breakfast caused lateness and sometimes even absence. Offer of free breakfast club has supported a number of families.	4
Appointment of attendance link governor. Executive Principal responsible for attendance. Attendance of all children tracked every month – letters issued both positive and raising concerns. Incentives for class with best attendance each week. High focus on attendance in all forums	The higher a pupil’s attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments. DFE research from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who	4

	were persistently absent across the key stage.	
Free access to extra-curricular clubs to support with physical, mental and emotional well-being of all PP pupils.	Public Health England – “positive association exists between academic attainment and physical activity levels of pupils.” Giving free access to these clubs for PP pupils has increased attendance of this group by 45%.	4 and 5
Residential costs – financial support to ensure all pupil premium children can access residential visits.	Average attendance on residential visits is 90% across the school but 100% for PP pupils due to costs being covered. As well as the physical health benefits, school residential trips have been proven to have a positive effect on children’s self-esteem and confidence levels, thereby improving their emotional health and well-being.	5

**Total budgeted cost: £62,960**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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"> <li>Improved teaching and learning of the basic skills of reading, writing and maths.</li> <li>Systematic Synthetic Phonics. The Read Write Inc scheme embedded throughout the school and cycles of evidence to support impact.</li> <li>Phonics screening results above national averages for disadvantaged pupils. <b>100% for Y1</b></li> <li>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.</li> <li>All staff are trained to deliver systematic synthetic Phonics to a high level including all new starters and teaching assistants. <b>OFSTED commented very positively on the quality of phonics delivery</b></li> <li>Phonics teaching is effective and that phonics progress is linked to progress in reading. <b>'staff are highly skilled in teaching pupils how to read.'</b> <b>OFSTED report May 2023</b></li> </ul>
<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"> <li>Pupils will make accelerated progress in phonics and reading, writing and maths towards end of year expectations.</li> <li>Pupils will make accelerated progress from their starting points.</li> <li>The gap between pupil premium and non-pupil premium pupils will lessen. <b>100% of PP pupils reached ARE in reading and maths at the end of KS2.</b></li> <li>Attainment for disadvantaged pupils will be at least in line with 'others' nationally. <b>Overall 83% reached ARE in RWM at end of KS2.</b></li> <li>Embedded high quality, carefully planned professional development.</li> <li>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. <b>83% reached ARE in RWM combined in 2022/23. This was in line with non-disadvantaged children.</b></li> </ul>
<p>Increased social emotional</p>	<ul style="list-style-type: none"> <li>Clear pathways of external support for pupils and families.</li> </ul>

<p>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>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Feedback from pupil and parent surveys and teacher observations.</li> <li>• 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.</li> </ul>
<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"> <li>• All disadvantaged children to have access to enrichment opportunities and afterschool clubs. <b>100% of PP children attended at least one club.</b></li> <li>• All pupils in receipt of funding and those deemed vulnerable to attend all off-site trips and have equal access to residential trips. <b>All Y6 children attended residential trip.</b></li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• School will offer high quality services, extracurricular provision and a wide-range of enrichment opportunities. <b>Personal development judged as outstanding by OFSTED in May 2023.</b></li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• SLT to meet regularly with the Education Welfare Officer EWO to identify and track families in need of support including persistent absentees.</li> <li>• SLT/SENDCo to identify barriers to attendance and punctuality for pupils and families.</li> <li>• 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.</li> <li>• Disadvantaged pupils' attendance to increase and be in line with school, local and national targets.</li> </ul> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• A decrease in the overall absence rate for all pupils identified as persistent absentees.</li> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced significantly.</li> <li>• Identified families benefiting from early help; impacting attendance, social and emotional and learning behaviours.</li> </ul>

## 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.