

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 in 2023-2025

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	207
Proportion (%) of pupil premium eligible pupils	83%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021/2022 - 2024/2025
Date this statement was published	December 23
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs M Parker
Pupil premium lead	Mrs M Parker
Governor / Trustee lead	Mr Mutsigwa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 226,980
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 22,910
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£249,890

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 Pupil Premium strategy underpins those beliefs that everyone is entitled to equal opportunities here in school, but some may need additional help using the Pupil Premium money to achieve this. Our Pupil Premium strategy is informed by high quality research to ensure we provide best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on:

- Narrowing or closing the attainment gap between disadvantaged and non-disadvantaged pupils.
- Ensuring that all disadvantaged pupils in school make or exceed nationally expected rates of progress.
- Supporting the health and wellbeing of all disadvantaged pupils to enable them to access learning at an appropriate level.

We aim to do this through:

High Quality Teaching

- Ensuring that all teaching is good or better.

Targeted Academic support

- Ensuring that teaching and learning opportunities are appropriately matched to the needs of all learners.

Wider Strategies

- Ensure that appropriate provision is made for all disadvantaged pupils particularly those who are socially disadvantaged.

Action to be taken to achieve these objectives:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Establish an intervention timetable clearly identifying where existing staff are directed to provide precision teaching and additional learning support.
- Allocate "Catch Up Phonics" sessions across the school - providing small group work focused on closing gaps in learning.
- 1-1 support and small group work for children across the school led by teachers and support staff.
- Employment of staff to support children who are in danger of falling behind.
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide behavioural and emotional support as needed.

We are committed to ensuring that all our children receive high quality teaching and learning in the classroom to improve outcomes for all. We aim to accelerate progress, ensuring pupils meet age-

related expectations by the end of the year. Our goal is to empower all our children to reach their full potential, leaving school confident and well-prepared for their next step.

Challenges

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

Challenge number	Detail of challenge
1	Lack of opportunities to benefit from the wider experiences – many of our disadvantage pupils are not provided with wider experiences outside of school. As a school we need to engage children with their learning and provide these pupils with experiences that will provide them with a cultural capital they need to succeed in life.
2	A significant number of our pupils enter school with low rates of language and literacy. Many pupils do not read regularly at home and do not have access to a wide range of books and other materials.
3	Assessments show gaps in phonics and Early Reading.
4	Assessment shows that some children are in danger of not reaching the expected outcomes by the end of Year 6.
5	Assessments show gaps in number fluency in EYFS and KS1
6	Our internal safeguarding records show that there is an increasing number of disadvantaged pupils who need social and emotional support and their families needing direct work and financial support in order to get their children to school to learn.

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
Improve opportunities so that disadvantaged children experience a variety of school trips.	All children receive one fully funded school trip a year and further trips to be subsidised by the school.
Improved exposure to a variety of texts during reading lessons.	End of year data shows more children are at expected for their year group.
Improved reading attainment among disadvantaged pupils.	Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The impact being that we narrow the gap between the attainments of our groups.
Improved phonics and reading attainment for disadvantaged pupils by the end of EYFS & KS1.	Accelerated progress for our disadvantaged pupils in phonics and reading across EYFS and KS1.
Improved mathematical fluency in EYFS and KS1.	Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. There is

	accelerated progress for disadvantaged pupils in maths across EYFS and KS1.
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: £ 112,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure Quality First teaching for all children in all classes.	<p>All teaching staff are confident in the delivery and planning of the curriculum which meets the needs of all pupils, including those who are disadvantaged. This will impact upon attainment and progress for all pupils across school</p> <p>Quality First Teaching has a direct impact on student outcomes.</p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	2,3,4,5
Employment and retention of three 'closing the gap' support staff	<p>Closing the gap Teacher employed and two further specialist TAs have been employed to support Catch Up in phonics, reading, language and maths.</p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.'</p>	2,3,4,5

	<p>'Teaching assistants can provide a large positive impact on learner outcomes.'</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap</p>	
<p>Purchase of standardised diagnostic NTS assessments. Mentoring of staff to ensure assessments are interpreted and administered correctly.</p> <p>All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p>	<p>Standardised tests have a detailed question analysis which will inform planning and targeted teaching.</p> <p>'Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.'</p> <p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</p>	2,3,4,5
Continued training for all staff in delivering phonics regardless of year group	<p>Phonics training for all staff will benefit all children in providing coherence in reading, phonics, spelling and handwriting as the children progress through the school. EEF evidence outlines the importance of phonics teaching and fidelity to a named provider across the whole school embedded from EYFS will support early reading and develop a love of reading for life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2,3
Purchase of relevant phonics books to match the sounds being taught in class	<p>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.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	2,3

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

Budgeted cost: £ 38,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Catch up/Keep up' sessions delivered 'on the spot' daily for those children assessed as not	<p>All year groups are showing clear evidence of making good progress in phonics.</p> <p>'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding</p>	2,3

understanding new phonics sounds. Assessment shows no growing gaps	skills more quickly for pupils who have experienced these barriers to learning.’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Reading interventions daily targeting all abilities.	‘It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension....and it is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3,4
Establish small group maths intervention for pupils falling behind age-related expectations in KS1	‘High quality targeted support can provide effective extra support for children. <ul style="list-style-type: none"> • Small-group support is more likely to be effective when: • children with the greatest needs are supported by the most experienced staff; • training, support and resources are provided for staff using targeted activities; • sessions are brief and regular; and • explicit connections are made between targeted support and everyday activities or teaching.’ https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf?v=1702269541	4,5
WELLCOMM– language and communication toolkit to be used to screen children in EYFS and Year 1 to establish small group interventions.	There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities. https://www.gi-assessment.co.uk/assessments/products/wellcomm/	2

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

Budgeted cost: £98,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers and Learning Support to receive updated	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.	6

<p>'Positive Handling' training.</p>	<p>Positive handling training focuses on reducing the risks associated with managing challenging behaviour. Staff are taught how to recognise the early signs of escalating behaviour, how to de-escalate situations and how to use physical intervention techniques safely and effectively.</p> <p>Positive Handling</p>	
<p>Father Hudson's Family Support Worker to provide support to children and families.</p>	<p>The support worker, will work with families to identify and address underlying problems, such as parental separation, mental health problems, substance misuse, parental neglect and abuse. They will advocate on the families' behalf to ensure they receive the help they need.</p> <p>Benefits to schools</p> <p>Students who are vulnerable or experiencing challenging situations can take up a significant amount of staff time and impact adversely on school targets for attendance, behaviour and student attainment. Even experienced pastoral support staff may struggle to deal with the range and complexity of issues they present. Further, teachers with pastoral responsibilities may be unavailable because of teaching commitments.</p> <p>Father Hudson Family Support workers interventions have been proven to:</p> <ul style="list-style-type: none"> • improve school attendance and behaviour in school • raise pupil attainment • improve relationships within and between families and schools • smooth the transition from primary to secondary school • reduce the amount of time school staff spend dealing with disengaged families. 	<p>6</p>
<p>To improve wellbeing for all pupils.</p>	<p>To provide financial support to families where it is most needed.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>
<p>To continue to provide Pastoral support to children and families through the school's Pastoral Family Support Worker</p>	<p>Pastoral, Family Support Worker's role is to support children and their families and reduce barriers to learning, which may occur as a result of something which is happening at school or at home.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1702261731</p> <p>Where needed, children to attend Zacchaeus.</p>	<p>6</p>

	EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) EEF Blog: Three keys to unlocking positive learning behaviours EEF (educationendowmentfoundation.org.uk)	
<p>Extra-curricular clubs and activities for all PP children to ensure affordability and equal access for all children. The school will provide one fully paid school trip per class and subsidise any trips thereafter.</p>	<p>'Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.'</p> <p>https://early-education.org.uk/cultural-capital/</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>An unequal Playing Field</p>	1
<p>Use of outdoor learning to support key groups of pupils Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver. Staff Training to increase access for all pupils to outdoor learning opportunities.</p>	<p>This study, tracked disadvantaged Key Stage 1 children over three years of weekly Forest School sessions. Of note are evident changes in children's self-regulation and resilience, supported by the project's approach of providing "emotional time and space", defined as "the provision of physical space and time in which the children are free to be themselves and express their emotions." The positive effects were supported and recognised in school by whole school support and ownership.</p> <p>The study showed that children's academic attainment, social development, and emotional well-being increased as a result of Forest School, and did well in comparison to peers who didn't participate, whole school and national data. The study showed, in particular, how playful social interactions in Forest School support emotional resilience which in turn supported academic attainment.</p> <p>https://forestschoollassociation.org/new-research-a-longitudinal-study-on-forest-school/</p>	1,6
<p>Free breakfast for all children.</p>	<p>School breakfast provision for children experiencing disadvantage has been continuously found to have a proven positive impact on educational attainment, concentration, focus and behaviour in the classroom-</p> <p>Magic Breakfast</p>	6

Total budgeted cost: £ 249,890

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of the summer term our Pupil Premium percentage was 76.2%

At the end of EYFS, Year 1 & Year 2 Pupil premium children were mostly above National and Local Data.

EYFS

		Pupil Premium	Pupil Premium	Pupil Premium
% of Pupil Premium in EYFS	GLD – Whole Class	GLD - School	GLD - Birmingham	GLD - National
83%	66.7%	72%	58.6%	60%

		Pupil Premium	Pupil Premium	Pupil Premium
% of Pupil Premium in Y1	Phonics – Whole Class	Phonics - School	Phonics - Birmingham	Phonics - National
90%	83%	92.3%	73.9%	-

KS1

		Pupil Premium	Pupil Premium	Pupil Premium
% of Pupil Premium in Y2	Reading – Whole Class	Reading - School	Reading - Birmingham	Reading - National
83%	67%	68%	68.2%	62.8%

		Pupil Premium	Pupil Premium	Pupil Premium
% of Pupil Premium in Y2	Writing – Whole Class	Writing - School	Writing - Birmingham	Writing - National
83%	60%	60%	54.4%	47.8%

		Pupil Premium	Pupil Premium	Pupil Premium
% of Pupil Premium in Y2	Maths – Whole Class	Maths - School	Maths - Birmingham	Maths - National
83%	67%	68%	68.6%	63.5%

KS2 Pupil Premium Data showed that Pupil Premium children were above National & Local Data

		Pupil Premium	Pupil Premium	Pupil Premium
% of Pupil Premium in Y6	Reading – Whole Class	Reading - School	Reading - Birmingham	Reading - National
63%	81.5%	100%	83.1%	76.4%
		Pupil Premium	Pupil Premium	Pupil Premium
% of Pupil Premium in Y6	Writing – Whole Class	Writing - School	Writing - Birmingham	Writing - National
63%	74.1%	70.6%	69%	63.9%
		Pupil Premium	Pupil Premium	Pupil Premium
% of Pupil Premium in Y6	Maths – Whole Class	Maths - School	Maths - Birmingham	Maths - National
63%	88.9%	100%	82%	70.9%

Our overall attendance was 94.9% for the whole school. Pupil premium attendance was 94.6%

Our behavioural assessments and observations revealed that pupil behaviour, wellbeing and mental health have been significantly impacted, primarily due to COVID-19-related issues. The impact was felt particularly for our LWKS2 classes. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.