

# Pupil premium strategy statement - St Chad's Patchway CofE 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	185
Proportion (%) of pupil premium eligible pupils	20 children (11%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 2024/25 2025/26
Date this statement was published	27 <sup>th</sup> September 2023
Date on which it will be reviewed	31 <sup>st</sup> August 2024
Statement authorised by	Mrs Steph Jenkins
Pupil premium lead	Mrs Rosie Oliver
Governor / Trustee lead	Mrs Becky Moyce

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,100
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <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>	£29,100

# Part A: Pupil premium strategy plan

## Statement of intent

At St Chad's Patchway CofE Primary School, we want the pupil premium to make a difference for our children both academically and for the child's overall wellbeing. The objective is that the pupil premium funding will help to overcome any barriers to learning for our disadvantaged children and to support them in gaining equal access to all opportunities available to the children at school. Above all, we want to use our pupil premium funding in a way that will allow children to meet our whole school vision of 'Learning to Love, Loving to Learn' throughout the pupils' time learning at St Chad's Patchway CofE Primary School.

Our pupil premium strategy plan has three key principles:

- To support disadvantaged pupils making academic progress (reading, writing and maths) in line with progress of non-disadvantaged pupils.
- To support pupils to gain equal access to the range of curricular and extra-curricular opportunities available to the pupils throughout the academic year.
- To support in ensuring that attendance levels of disadvantaged pupils are in line with the whole school average.

Using the EEF's tiered approach, a large focus is on providing children with quality first teaching within lessons. This means providing teaching staff with CPD opportunities across a range of subjects, as well as support in how to create inclusive classrooms which will allow all children to shine.

Taking into consideration academic support, we are also focusing on how interventions are implemented within the school to allow children to flourish with their learning and an impact of these can be monitored.

Close communication with our disadvantaged pupils through the use of pupil premium passports will allow us to identify the children's interests inside and outside of school and to provide support in gaining equal access to further opportunities for these children that the school provides.

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments show that some disadvantaged children progressed slower in reading than their peers throughout the previous academic year. As evidenced below, 75% of disadvantaged children made 100% progress in reading across the previous academic year.
2	Observations and evidence demonstrate that a focus on developing oral language skills and understanding of vocabulary is important across the school, especially with some of our disadvantaged children.
3	Through observations, we have identified that a low number of children are engaging with extra-curricular opportunities such as sport and music.
4	Our attendance data, especially over the past year, is lower for disadvantaged children when compared to non-disadvantaged children. This can have a negative impact upon children's academic progress and wellbeing in school.

## 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 ensure all disadvantaged children's progress across reading, writing and maths is in line with peers.	<ul style="list-style-type: none"> <li>- To accelerate reading fluency and understanding.</li> <li>- Provide children with a mixture of both verbal and written feedback to support progress and understanding.</li> <li>- Promote subject-specific vocabulary across curriculum subjects by using dual coding.</li> <li>- Use a range of different multi-sensory approaches to provide children with opportunities to demonstrate their learnt knowledge.</li> <li>- Maths CPD for staff focused on developing children's fluent understanding of taught concepts.</li> <li>- Use high quality picture books / novels as a stimulus for writing.</li> <li>- Writing CPD for staff on effective teaching of grammar to ensure implementation within cross-curricular texts.</li> </ul>

<p>To further promote and develop oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- Assessments, observations and video evidence demonstrate improved oral language among disadvantaged children.</li> <li>- Qualitative data demonstrates an improvement in children's confidence at speaking in front of peers / audience.</li> </ul>
<p>To ensure that all children attend school regularly (96%+ attendance)</p>	<ul style="list-style-type: none"> <li>- An invitation to attend interventions/ become morning helpers to ensure children are at school on time and have a calm morning before school starts.</li> <li>- Support through the EWO if attendance is poor.</li> <li>- School attendance incentives.</li> <li>- Anxiety workshops with Primary Mental Health Practitioner.</li> <li>- Family liaison officer appointed to work with families where attendance is a worry.</li> <li>- Attendance champion appointed to analyse PP attendance.</li> </ul>
<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>- Increase in participation in enrichment activities, particularly among disadvantaged children.</li> <li>- Use of qualitative data from student and parent voice.</li> <li>- To provide free toast for disadvantaged children at breaktime to support sustaining energy through to lunchtime.</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: £2100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to provide more on-the-spot verbal feedback for children.</p>	<p>Teachers having opportunities to provide verbal feedback. Verbal feedback plays an important role for a child to reflect on their areas of development. The EEF suggest that it can have very positive effects (+7 months) for a child's learning.</p>	<p>1</p>

	Taking into consideration the evidence, links will be made between giving verbal feedback and metacognitive approaches.	
CPD opportunities for staff focused around accelerating writing progress.	Taking into consideration the EEF tiered model, it is vitally important that all children have access to quality first teaching, it is important that our staff have CPD opportunities to develop their subject knowledge and different teaching and learning strategies that can be used to support children in making progress within the classroom.	1
Ensuring that dialogic opportunities are planned across a variety of curriculum subjects.	By planning in dialogic opportunities, this will allow children to develop their oracy skills and implement within a safe environment. These can have a high impact on reading and are inexpensive to implement.	1,2
Continue to develop children's love of reading and understanding of subject-specific vocabulary.	<p>A focus on supporting children to develop, understand and apply subject-specific vocabulary within their learning opportunities is key to support children in ensuring language isn't a barrier to learning. The EEF suggest that oral language interventions can result in a high impact for their learning. It aims to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Training provided to staff on further developing and promoting multi-sensory approaches within the classroom.</p> <p>Use of tapestry as an evidence base to support assessment of children's oral presentations and discussions within curriculum lessons.</p>	1,2

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class verbal feedback from Teacher and TA	Evidence from the EEF suggests one to one support, with a focus on verbal feedback, can provide accelerated progress. Research suggests effective TA/Teacher partnerships will result in accelerated progress for all children.	1,2
Small group interventions	Small group interventions to be provided when misconceptions arise. These provide opportunities for verbal feedback from TA / class teacher. This can support further accelerating progress.	1,2
Use of morning interventions	Where appropriate, children invited into school before school starts to complete interventional work in small groups to support knowledge progression within reading, spelling and calculation.	1,2

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance levels for disadvantaged children to be in line with whole school attendance targets.	By ensuring that disadvantaged children's attendance in school is in line with the whole school attendance target, this will support the children in accelerating their progress within the classroom. It can also support the child's overall well-being as well.	4
Children to access free toast at break time.	To support concentration and cognitive abilities, disadvantaged children will be offered toast at break time.	3
Provide support for children to attend extra-curricular clubs and peripatetic music lessons.	Evidence from the EEF suggests that participation in extra-curricular clubs, such as sports clubs (+2 months) can have a small impact on a child. However, it can provide children with wider health and social benefits.  Disadvantaged children will have opportunities to attend peripatetic music lessons and sports clubs on a reduced fee.	3,4

<p>Provide support for children to attend organised trips to support classroom learning</p>	<p>If required, financial support can be provided to ensure disadvantaged children have equal opportunities to attend extra-curricular clubs and curricular trips to support the learning in class. This can result in children developing their well-being, being provided with new opportunities and improving their cultural capital.</p> <p>By participating in school trips, it can allow children to develop and strengthen schemas within their memory and make links to previously learnt knowledge from the classroom.</p>	<p>3,4</p>
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**Total budgeted cost: £ 29,100**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Children's Academic Progress 2022 – 2023 Year 6 SATs

Subject	Attainment Grade		
	Below Secure	Secure	Greater Depth
Reading	0	1 (100%)	0
Writing (Teacher assessed)	0	1 (100%)	0
SPAG	0	1 (100%)	0
Maths	0	1 (100%)	0

#### Year 2 Teacher Assessment

Subject	Attainment Grade		
	Below Secure	Secure	Greater Depth
Reading	1 (100%)	0	0
Writing	1 (100%)	0	0
Maths	0	1 (100%)	0

#### Teacher assessments

Measure	Score
Reading	15/20 (75%) of disadvantaged children made 100% progress by the end of term 6.*
Writing	17/20 (85%) of disadvantaged children made 100% progress by the end of term 6.*
Maths	17/20 (85%) of disadvantaged children made 100% progress by the end of term 6.*
Year 1 Phonics	2/3 (66%) of disadvantaged children passed the Year 1 phonics check.



As seen from the data above, disadvantaged children performed well academically against their peers across the school. There is a dip in reading progress, which needs to be a focus within the next academic year. As suggested above, different actions and targets have been put into place to support accelerated progress in reading.

**Attendance**

<b>Whole School Attendance</b>	<b>Pupil Premium Attendance</b>
<b>94.8%</b>	<b>90.8%</b>

Attendance of pupil premium children continues to be below the whole school attendance. We understand that the gap in attendance is too large. Therefore, the attendance of our disadvantaged children is a priority on our current plan.

