

## Pupil Premium Strategy Statement.

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 CE Nursery and Infant School
Number of pupils in school	96 (inc. Nursery)
Proportion (%) of pupil premium eligible pupils	50% (48 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2020 2020-2021 2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	K. Leach
Pupil premium lead	K.Hewitt
Governor / Trustee lead	M. Gladwell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57, 163
Recovery premium funding allocation this academic year	£5800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£62, 963</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At St Chad's CE Nursery and Infant School, we believe that the highest possible standards can only be achieved by having the highest expectations of **all** children. As a school, we understand that the most important lever we can use to improve outcomes for disadvantaged children is quality first teaching (EEF, 2019). Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential. We are also committed to focusing on non-academic factors such as improving attendance, behaviour and providing social and emotional support.

The focus of our pupil premium strategy is to support disadvantaged children to make good progress and achieve high attainment across all subject areas, irrespective of their background or the challenges they may face. This includes progress for those children who are already high attainers.

Spending decisions in school are informed by research and evidence, and are closely monitored by school leaders. We plan a broad, relevant and child-centred curriculum that actively seek to reduce disadvantage with a strong focus on social and emotional development, communication and language, reading, vocabulary and enrichment. We ensure that extra-curricular activities are accessible to all and that expense is never a barrier.

Research tells us that children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. For example, how well a child communicates at five years old is one of the best predictors we have about how they will be doing in school at age eleven. Therefore, we prioritise high quality teaching and learning throughout our Early Years, ensuring that we provide the right foundation for good future progress through school and life.

Our approach is responsible to common challenges and individual needs, rooted in ongoing monitoring and no assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel, beginning with the bottom layer of Maslow's Hierarchy of Need.

- Ensuring children are school ready and parents are able to engage with the education system.
- Quality first teaching across all year groups, through a range of teaching strategies and a focus on communication and language in all subject areas.
- Alongside a focus on quality first teaching, high quality, targeted and fluid interventions are in place when required.

### Challenges

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

Challenge number	Detail of challenge
1	Poor speech, language and communication skills is a barrier to learning, including range and depth vocabulary, conversation skills and lack of enriching life experiences
2	Some children are significantly below age related expectations in Reading, Writing and Maths, and require focused support to progressively narrow the gap as they move through school
3	Many children enter our school with extremely low starting points. Due to this, some children are significantly below age related expectations in Phonics and require quality

	first teaching and robust interventions to narrow the gap in time for the Year One Screening Check.
4	Parental Engagement for our PP and Disadvantaged Pupils. School readiness and a readiness to learn is required for our most disadvantaged children, including parent understanding of the school system and raising aspirations.
5	Our attendance data has previously highlighted that attendance amongst our most disadvantaged pupils has been lower than our non-disadvantaged children. Our assessment data shows, these high levels of absence are negatively affecting pupil progress.
6	The effects of Covid-19 have been paramount on our children's social, emotional wellbeing and mental health. Our observations indicate that the education and well-being of many of our disadvantaged pupils have been negatively impacted by partial school closures. These findings are supported by national studies.

### 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
All disadvantaged children provided with the physiological resources school can fund, to be ready to attend school and learn.	<ul style="list-style-type: none"> <li>• Full school uniform provided for every PP child.</li> <li>• Warm coats provided in winter months, if children do not have their own.</li> <li>• Daily breakfast offered to all children when they arrive at school.</li> </ul>
A communication focused curriculum with teaching and learning strategies embedded for whole class approach, including vocabulary teaching, environment construction and trips and enriching curriculum choices.	<ul style="list-style-type: none"> <li>• 90% of children to meet their end of year target.</li> <li>• Talk for Writing embedded across school.</li> <li>• Vocabulary teaching using Word Aware.</li> <li>• Carefully constructed environments that develop and encourage language/ communication.</li> <li>• White Rose approach used for Mastery Maths. All staff to complete CPD and understand expectations.</li> <li>• Stem sentences used to develop articulation of key maths concepts. A vocabulary progression grid in place alongside this for the whole school.</li> <li>• Curriculum enrichment activities/ trips paid for by school.</li> </ul>
Effective and monitored interventions with effective deployment of teaching assistants with the EEF Guidance Report resources, in all classes.	<ul style="list-style-type: none"> <li>• 90% of children to meet their end of year target.</li> <li>• Targeted interventions in place across school. Monitored closely and an expectation of fluidity.</li> <li>• Precision Teaching; Launchpad; Communication and Language groups for those who require it.</li> <li>• After school clubs available and encouraged for all PP children. Clubs to</li> </ul>

	have the specific focus that the children need.
Improved phonics and reading attainment for our disadvantaged children.	<ul style="list-style-type: none"> <li>• 90% of children to meet their end of year target.</li> <li>• A consistent phonics programme in school, across all year groups.</li> <li>• Reading books linked to children's phonics ability.</li> <li>• Improved home reading.</li> <li>• Confident readers in school.</li> </ul>
To achieve and sustain improved wellbeing and mental health for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• A high quality nurture room for children to access when they need to.</li> <li>• A forest school environment to increase cultural capital for our children.</li> <li>• Staff all trained on supporting and improved wellbeing and mental health.</li> </ul> <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>✓ Qualitative data from student voice, student and parents surveys and teacher observations.</li> </ul>
Targeted engagement for hard to reach parents with a dynamic communication strategy to build relationships, improve engagement with school, attendance, value of education, and support aspiration building.	<ul style="list-style-type: none"> <li>• Family Support Worker employed.</li> <li>• Regular parent workshops, with high levels of engagement.</li> <li>• 100% attendance at parents meetings.</li> <li>• 100% of parents with access to Class Dojo.</li> <li>• Home Learning/ reading completed on Class Dojo.</li> <li>• Translation services readily available for our parents (including in workshops).</li> <li>• Meet the Teacher workshops at the beginning of each academic year.</li> <li>• End of year expectations shared with all parents.</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: £ 14, 240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Talk for Writing</b> -staff CPD/ release time for staff to completed CPD	The Talk for Writing team are analysing data yearly from a range of different schools:	1, 2

£2000	<a href="#">How Effective is Talk for Writing? Does Talk for Writing Work? - Talk for Writing % % (talk4writing.com)</a>	
<b>Little Wandle Phonics.</b> -membership to a DfE validated scheme. -consistent classroom resources. -new reading books. -TA training.	Phonics approaches have a strong evidence base that indicates a positive impact on word reading, particularly for disadvantaged children. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
<b>Enhancement of our maths teaching and curriculum.</b> <i>Continuing to implement: White Rose Maths; Vocabulary; Stem sentences; TTRockstars and Numbots.</i> -staff (teachers and TAs) CPD/ release time to complete CPD	The DfE non-statutory guidance in conjunction with NCETM: <a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> Focusing on stem sentences, vocabulary and teaching for mastery. Evidence from the NCETM: <a href="#">How the NCETM's mastery materials are making an impact   NCETM</a>	1, 2
<b>Word Aware</b> -vocabulary teaching	EEF show larger effects for younger children and pupils from disadvantaged backgrounds: <a href="#">Literacy   EEF (educationendowmentfoundation.org.uk)</a>	1 2

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

Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Recovery TA £14,500	The EEF guidance is based on a range of the best available evidence: <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a> Doing this through the use of small groups: <a href="#">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a>	2
Targeted after school clubs	Home learning and reading clubs: Clubs based on what children have already been taught in class, based on the evidence from here: <a href="#">Homework: What Does the Evidence Say?   Huntington Research School</a>	1, 2, 6

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

Budgeted cost: £ 20, 359

Activity	Evidence that supports this approach	Challenge number(s) addressed
Translation services (NCAT)  £9750	With high numbers of mobility and children entering the school with no previous schooling, this is essential for our diverse catchment area.	4, 5
Family Support Worker  £4041	Approaches to engaging parents. The EEF guidance is based on a range of the best available evidence: <a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	4, 5
Nurture/ Pastoral Support	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. <a href="https://www.educationendowmentfoundation.org.uk/eef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>  Forest schools allow children to develop collaborative skills, and gives them practical skills they can transfer to family activities. <a href="https://www.lboro.ac.uk/research/forest-schools">Study reveals how Forest Schools can benefit children's development   Loughborough University (lboro.ac.uk)</a>	6
School Uniform  £500	<p>Maslow's Hierarchy of Needs:</p> 	4
Breakfast		4
Contingency fund for acute issues	Based on our previous experiences and the increased in mobility we are experiencing, we have identified a need to set a small amount of funding aside to respond quickly to needs, not yet identified.	1-6

**Total budgeted cost: £49,199**

## 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.

<p>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.</p> <p>Given this, we have explored our own pupil evaluations for the academic year 2020-2021.</p> <p>Last year disadvantaged children's attendance was 84.1%. However, this is including lockdowns, children isolating and Eid celebrations. In comparison, our non-disadvantaged children's attendance was 83.1%. This is again including lockdowns, children isolating and Eid celebrations. National attendance was 88.2% for this period.</p> <p>During school lockdowns, children worked from textbooks with the help of teacher videos. We had high levels of engagement from parents and children, in comparison with the previous lockdown. On the return to school, quality first teaching remained the priority and well-structured interventions were put in place for all children who required them to 'catch-up'. When families were not engaging home visits took place, and support was given. Teachers were increasingly aware of their 'hard to reach' families and followed excellent systems to get them engaging, both during lockdown and on the return to school.</p> <p>We have employed a family support worker who now works every Wednesday. This, along with the work of Sam Suddery, has allowed us to see fantastic impact already on attendance and family engagement. Regular parent workshops are now up and running.</p>
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### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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

### Further information (optional)

*A further detailed 3-year strategy is available on the school website.*

*Covering the academic years:*

- *2019-2020*
- *2020-2021*
- *2021-2022*

*\*Strategy Document 2019 – 2022\**