

Pupil Premium Strategy Statement.

This statement details our school's use of pupil 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 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	110 (inc. Nursery)
Proportion (%) of pupil premium eligible pupils	50% (55 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023 2023 - 2024 2024 – 2025
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	K. Leach
Pupil premium lead	K. Morley
Governor / Trustee lead	A. Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,975
Recovery premium funding allocation this academic year	£6670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£80, 645

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	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.
4	High levels of mobility mean we have children beginning school at different starting points throughout the academic year. Many of these children have never been to school before, and find it difficult to separate from their parent/carers.
5	Our attendance data has highlighted that attendance amongst our most disadvantaged pupils has generally improved. However, persistent absenteeism is higher amongst our most disadvantaged children. Our assessment data shows, these high levels of persistent absence are negatively affecting pupil progress.
6	We have seen a huge increase in our children's social, emotional, wellbeing and mental health needs. Our observations indicate that the education and well-being of many of our disadvantaged pupils have been negatively impacted by partial school closures and personal, home circumstances. 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"> All children have access to a full school uniform, including book bag. All children are dressed appropriately for the weather, and are comfortable. All children have the option to eat a healthy breakfast when they enter school.
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"> 90% of children to meet their end of year target. Talk for Writing and White Rose Maths embedded across school, with all teachers showing fidelity to the approach. Communication friendly spaces across school. 'The Curiosity Approach' is used in EYFS to create a warm, welcoming classroom encouraging communication. Stem sentences used to develop articulation of key maths concepts. A vocabulary progression grid in place alongside this for the whole school. Phonetically matched reading books sent home for all children, weekly. Curriculum enrichment activities/ trips partly paid by school (½ of the cost subsidised).
Effective and monitored interventions with effective deployment of teaching assistants with	<ul style="list-style-type: none"> 90% of children to meet their end of year target. Targeted interventions in place across school. Monitored closely and an expectation of fluidity.

<p>the EEF Guidance Report resources, in all classes.</p>	<ul style="list-style-type: none"> • The tracking of interventions show that children have made accelerated progress in those areas (more than 1 step in a half term). • All PP children attend an after school club throughout the academic year.
<p>To achieve and sustain improved wellbeing and mental health for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • A high-quality nurture room for children to access when they need to. • A completed forest school environment to increase cultural capital for our children. • Staff all trained on supporting and improved wellbeing and mental health. • A qualified ELSA in school. • Connections with local charities to support on 'art therapy' activities. <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> ✓ Qualitative data from student voice, student and parents' surveys and teacher observations.
<p>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.</p>	<ul style="list-style-type: none"> • Family support worked engaging parents with workshops and ESOL classes. • Regular parent workshops, with high levels of engagement (80% of each class). • 100% attendance at parents' meetings. • 100% of parents with access to Class Dojo. • Home reading completed on Class Dojo (100% in each class). • Translation services readily available for our parents (including in workshops). • Meet the Teacher workshops at the beginning of each academic year. • End of year expectations shared with all parents. • All FS1/2 children to sign up to the library.

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: £7282

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Talk for Writing <i>-ongoing staff CPD/ LH to monitor impact</i> £100 £500- resources and CPD</p>	<p>The Talk for Writing team are analysing data yearly from a range of different schools: How Effective is Talk for Writing? Does Talk for Writing Work? - Talk for Writing % % (talk4writing.com)</p> <p>The importance and impact of teachers monitoring their own subjects: Making the Most of Subject Leaders Focus Education : Focus Education (focus-education.co.uk)</p>	<p>1, 2</p>
<p>Little Wandle Phonics. <i>-annual membership to a DfE validated scheme.</i> <i>-half termly whole staff meetings to ensure all staff teaching phonics are up to date with training.</i> <i>-new home reading books.</i> <i>-Keep Up training.</i></p> <ul style="list-style-type: none"> • £750- annual membership • £3000- home reading books • £65- 5 TAs to complete training • £720- staff meeting attendance 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on word reading, particularly for disadvantaged children. Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Alongside Little Wandle Phonics it is essential children are reading books that match their phonic knowledge: LS-KEY-GUIDANCE-SELECTING-DECODABLE-BOOKS-PD_FINAL.pdf (littlewandlelettersandsounds.org.uk)</p> <p>Keep-up sessions in Reception and Y1 ensure children stay in their year groups phonics group, and receive age related teaching. LS-Individual-keep-up-for-Reception-PD-NEW-1.pdf (littlewandlelettersandsounds.org.uk)</p>	<p>1, 2</p>
<p>Enhancement of our maths teaching and curriculum. <i>Continuing to implement: White Rose Maths; Vocabulary; Stem sentences.</i> <i>-staff (teachers and TAs) CPD/ release time to complete CPD/ subject lead monitoring impact</i></p> <p>£300- CPD £100 – cover</p>	<p>The DfE non-statutory guidance in conjunction with NCETM: Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Focusing on stem sentences, vocabulary and teaching for mastery. Evidence from the NCETM: How the NCETM's mastery materials are making an impact NCETM</p> <p>The importance and impact of teachers monitoring their own subjects: Making the Most of Subject Leaders Focus Education : Focus Education (focus-education.co.uk)</p>	<p>1, 2</p>

<p>Nurture through Nature <i>-development of the school field to create a forest school area in our grounds.</i> <i>-outdoor learning to promote wellbeing and mental health.</i></p> <p>£1000</p>	<p>Forest schools allow children to develop collaborative skills, and gives them practical skills they can transfer to family activities. Study reveals how Forest Schools can benefit children's development Loughborough University (lboro.ac.uk)</p> <p>Positive impacts of being outside on mental health and wellbeing. How Outdoor Play Improves Mental Health Pentagon Play How nature benefits mental health - Mind</p>	<p>1, 2, 6</p>
<p>The Curiosity Approach <i>-EYFS classroom to follow 'The Curiosity Approach' to create communication friendly spaces and encourage interaction</i></p> <p>£47- training £200 – resources</p>	<p>An approach that transforms children's curiosity and develops the characteristics of effecting learning: What Is The Curiosity Approach and Why Is It Important? (learningjournals.co.uk) The Curiosity Approach Curiosity Approach in Early Years Benefits, Meaning & Ideas (highspeedtraining.co.uk)</p>	<p>1, 2, 4, 6</p>
<p>School Excursions <i>-School visits partly paid by school (school to pay half of the cost of the trip; parents to pay the other half)</i></p> <p>£500</p>	<p>The importance of cultural capital: Cultural capital - Early Education (early-education.org.uk)</p>	<p>1, 2, 3, 5</p>

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

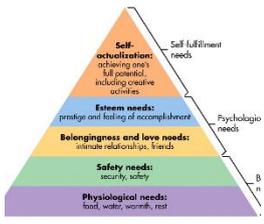
Budgeted cost: £16,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Recovery TA £9202</p>	<p>The EEF guidance is based on a range of the best available evidence: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Doing this through the use of small groups: Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 4</p>
<p>Targeted after school clubs Mindfulness and Reading- £1170 Board Games- £780</p>	<p>Mindfulness and reading clubs: Clubs based on what children have already been taught in class, based on the evidence from here: Homework: What Does the Evidence Say? Huntington Research School Mindfulness for Kids - Mindful</p> <p>Board Game Club:</p>	<p>1, 2, 6</p>

	13 ways playing board games benefits your child TheSchoolRun	
KS1 Intervention TA £5100	Precision Teaching: The Research Behind Precision Teaching - Indy Precision Learning Pre/Post teach: Teaching interventions: Pre and over learning (sec-ed.co.uk)	2, 4

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

Budgeted cost: Actual- £37,852

Activity	Evidence that supports this approach	Challenge number(s) addressed
Translation services (NCAT) £10,045	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 £2661	Approaches to engaging parents. The EEF guidance is based on a range of the best available evidence: Parental engagement EEF (educationendowmentfoundation.org.uk)	4, 5
Nurture/ Pastoral Support Welfare Officer: £24,346 ELSA Training: £600	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	6
School Uniform £200- stock up uniform shop	Maslow's Hierarchy of Needs: 	4
Breakfast <i>Currently paid for by a local business man.</i>		4
Robust induction programme <i>In depth inductions with all new parents</i>	A robust, detailed induction pack for all parents (no matter when children start in the academic year): Oh Parental engagement EEF (educationendowmentfoundation.org.uk)	1-6
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: £61,386 + contingency fund of £12, 644

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 2021 to 2022 academic year.

At the end of KS1 29% of children achieved the expected standard in combined reading, writing and maths. This was a year group of only approximately 40% Forever St Chad's and high levels of mobility. At the end of EYFS 58% of Pupil Premium children met a GLD.

We now have a part-time reading recovery TA and robust, fluid interventions running across both key stages in school. The impact of these is shown in our schools 'golden nugget' children who are on the cusp of ARE and meet them at the end of the academic year. Talk for Writing and White Rose are now well embedded across school. Teachers have an excellent understanding of the pedagogy that underpins both of these schemes. All learning in T4W is sequential, including fiction and non-fiction key texts, and seamlessly follows onto the KS1 programme. As a result of this work, pupils are speaking, reading and writing more. Due to White Rose Maths, children are now accessing related expectations, improving their reasoning skills and begin challenged to develop their learning at greater depth. The teaching of phonics is strong and high profile throughout school. All leaders and teaching staff have been trained in the systematic and synthetic phonics programme, Little Wandle Letters and Sounds Revised. The school's Phonics Leader and Reading leader work jointly to ensure fidelity to the programme e.g. the introduction of fortnightly phonics briefing meetings. We have prioritised the investment of fully decodable reading books and continue to fund additional books through rolling programme so that we have sufficient stock levels to support reading in school, as well as home reading. Children are taught to read through reading practice sessions three times a week. Any children who are not 'keeping up' with Little Wandle are quickly placed into intervention groups to support their learning.

In 2021-2022 disadvantaged children's attendance was 90% In comparison, our non-disadvantaged children's attendance was 87.9%. Strong home-school partnerships are built with all of our families, and we ensure continued good communication. This data is for our KS1 children.

FSM6			All	Year 1	Year 2
FSM6	41	School	90.0%	88.5%	91.4%
		FFT National	90.5%	89.7%	90.5%
		Difference	-0.5%	-1.2% *	+0.9%
Not FSM6			All	Year 1	Year 2
Not FSM6	29	School	87.9%	88.9%	86.2%
		FFT National	93.7%	93.2%	93.8%
		Difference	-5.8% *	-4.3% *	-7.5% *

Targeted after school clubs (mindfulness, reading, board games, sports) are successfully running in school. Our PP children are prioritised for these clubs and demonstrate good attendance. St Chad's have now employed a family support worker for one morning a week. This has improved parental engagement and allowed us to begin ESOL classes for parents wishing to learn English. Parents now have a 'go to' person alongside class teachers.

Alongside this we have a full-time welfare officer, Sam Suddery who is also the schools DDSL. This role has opened up further channels of communication with our parents. We have seen a fantastic impact on attendance and punctuality. Forming connections with outside agencies, has allowed us to offer art therapy to some of our children. This is something we would now like to run 'in-house'.

Our relationship with the NCAT service is ongoing and completely essential for the make-up of school. We now have our translator Alena, in school for two mornings and one full day a week. Parents are

familiar with Alena and she knows our families. Alena translates for any meetings we have with parents, translates letters, chases attendance/ punctuality and completes inductions.

Our Rainbow Room is now set up and running. This is a safe, nurture space for our children to go. Here we also hold our safeguarding meetings and inductions. As a school we now have a 'Uniform Shop' in our Rainbow Room. Children are given jumpers, t-shirts, trousers or coats. depending on what they require. We ensure all children have a winter coat. Children are offered a 'Breakfast Bagel' when they arrive in school.

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)