



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	Chad Vale Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	17/11/21
Date on which it will be reviewed	17/11/22
Statement authorised by	Paul Sansom
Pupil premium lead	Paul Sansom
Governor / Trustee lead	Stacey Howard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,700
Recovery premium funding allocation this academic year	£7,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,530

Part A: Pupil premium strategy plan

Statement of intent

At Chad Vale, we aim to reduce and remove any barriers to learning so that every child can achieve their potential. We recognise that within our diverse school community we have children who are disadvantaged in a range of ways. We aim to ensure that all staff are aware of this and make additional efforts to ensure that any disadvantage is compensated for.

Our current plan builds on our successful Pupil Premium plans from the past, which have helped to minimise any difference in progress and attainment of disadvantaged children, when compared with our non-disadvantaged children within school and nationally. It outlines the steps we are currently taking to identify and support those children who are disadvantaged through whole-school plans and programmes and more individualised approaches.

Our key principles for our plan are that no child should be left behind and all children are entitled to the opportunities afforded to all. Every child at Chad Vale will leave with lifelong memories and a love of learning.

Challenges

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

Challenge number	Detail of challenge
1	Multiple indicators of disadvantage means 45% of pupil premium eligible children are also EAL and/or SEND
2	Lack of a language-rich home environment in some households result in fewer opportunities to speak and listen in English
3	Affordability of school day trips and residential visits can mean children miss out on these shared experiences which help to build cultural capital
4	Inequality of access to wider life experiences such as leisure, home learning, wider cultural opportunities can limit knowledge
5	The additional impact of COVID will have affected our disadvantaged pupils to a greater degree and further widened the gap

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
Disadvantaged children's outcomes in reading are in line with children who are not disadvantaged	<p>Disadvantaged children's outcomes on Rising Stars termly tests and at the end of key stages are in line with or better than non-disadvantaged children within school</p> <p>Phonics outcomes for disadvantaged children are in line with or better than non-disadvantaged children within school</p>
Disadvantaged children's outcomes in writing are in line with children who are not disadvantaged	<p>Disadvantaged children's outcomes on Rising Stars termly tests and at the end of key stages are in line with or better than non-disadvantaged children within school</p> <p>Phonics outcomes for disadvantaged children are in line with or better than non-disadvantaged children within school</p>
Disadvantaged children's outcomes in maths are in line with children who are not disadvantaged	Disadvantaged children's outcomes on Rising Stars termly tests and at the end of key stages are in line with or better than non-disadvantaged children within school
Disadvantaged children have equality of opportunity for all trips, residential and after-school opportunities in line with their non-disadvantaged peers	Disadvantaged are actively targeted for attendance on all school trips and residential opportunities with full funding and additional support where required
Disadvantaged children are prioritised for National Tutoring Programme catch-up sessions and in-school booster sessions	<p>Disadvantaged children's outcomes on Rising Stars termly tests and at the end of key stages are in line with or better than non-disadvantaged children within school</p> <p>Phonics outcomes for disadvantaged children are in line with or better than non-disadvantaged children within school</p>
Gaps in learning for all children are identified and filled through adaptations to planning and learning content	Gaps in learning reports on Educater demonstrate progress towards 'expected standards' post Covid

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: £20,082

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on Quality First Teaching, differentiation and clarity of steps to success	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. High-quality teaching EEF	1,2,4,5
Purchase of standardised diagnostic assessments – Rising Stars Reading, Maths, SPAG Purchase of MARK and SHINE interventions	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction High-quality teaching EEF Effective Professional Development EEF	1,2,4,5
Jane Considine The Write Stuff training materials and unit plans Staff training	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. High-quality teaching EEF Effective Professional Development EEF	1,2,4,5
National College CPD subscription The Key Subscription	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. High-quality teaching EEF Effective Professional Development EEF	1,2,4,5

Wider Curriculum Development Resources and cover time for curriculum leads to develop subject areas	<p>Chad Vale has always been proud of its' commitment to a broad and balanced curriculum. We have been developing the individual non-core subject areas since before the pandemic in order to have a clear intent, implementation and impact of the wider curriculum.</p> <p>We believe that a strong focus on the wider curriculum has a positive impact on wellbeing, skills and knowledge and academic outcomes for life.</p> <p>Inspecting the Curriculum Ofsted</p>	1,2,3,4,5
White Rose Maths scheme resourcing, planning and training	<p>Having spent the last five years focusing on developing the more able children in maths and ensuring equality of access to higher level learning, the pandemic has provided us an opportunity to review the planning and learning being delivered in Maths.</p> <p>During remote learning, teachers trialed resources from White Rose Maths and a decision was made to move to this from AET in order to support the catch-up curriculum more effectively and test out new approaches in KS1 with improved resourcing and concrete models</p> <p>Improving Mathematics in the EY and KS1 EEF</p>	1,2,4,5
Input and evaluation of non-core data to identify any additional gaps in learning/skills	<p>We have begun to record end of term assessment judgements for non-core subjects to enable subject leads to identify key areas of missing skills or knowledge that may impact children's learning in the future.</p> <p>We have links with the subject associations and have developed a range of assessment criteria in order to make summative judgements for non-core areas.</p>	1,2,4,5
Training and resourcing for Little Wandle Letters and Sounds	<p>An effective phonics programme is essential in order that the children learn to read quickly and therefore can access rich texts and learning experiences. Our</p>	1,2,4,5

	<p>work with Little Sutton English Hub fully embedded Letters and Sounds as our SSP and we continue this strong relationship as we move to Little Wandle Letters and Sounds</p> <p>Effective Professional Development EEF Phonics EEF</p>	
Whole-class feedback developed for writing and maths	<p>Effective feedback about learning helps children to improve their learning and value their mistakes. Developing a whole class feedback model has reduced the workload for adults, creating more time for planning and research.</p> <p>Feedback EEF</p>	1,2,4,5
Behaviour Policy Review	<p>Simplified, consistent but flexible approaches to managing behaviour have resulted in the school's adoption of 'Ready, Respectful, Safe' and a new co-created behaviour policy.</p> <p>Improving Behaviour in Schools EEF</p>	1,2,4,5
Educator Tracking system for progress and achievement in core and non-core subjects	<p>In-school evidence supports that the use of our data systems has led to improvements in outcomes pre-pandemic</p>	1,2,4,5

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

Budgeted cost: £60,032.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition via National Tutoring Programme	<p>Small Group Tuition EEF National Tutoring Programme DfE</p>	1,2,4,5
Wellcomm DLP programme	<p>Oral Language Interventions EEF</p>	1,2,4,5
Y6 Booster/catch-up programme	<p>Small Group Tuition EEF National Tutoring Programme DfE</p>	1,2,4,5
Toolkit Progress Tracker used for target setting and next steps for SEND children	<p>Teaching assistant Interventions</p>	1,2,4,5

Improved monitoring of SEND and other interventions	Teaching Assistant Interventions	1,2,4,5
Phonics Catch-up and Keep Up groups for KS1	Small Group Tuition EEF One-to-one tuition EEF Teaching assistant Interventions	1,2,4,5
Reading Support Groups for KS2 pupils	Small Group Tuition EEF One-to-one tuition EEF	1,2,4,5
Rapid Writing Intervention for pupils in KS2	Small Group Tuition EEF One-to-one tuition EEF	1,2,4,5
Training and provision of Clicker for less able writers	Teaching assistant Interventions	1,2,4,5
Lego Therapy groups and MHFA sessions	Teaching assistant Interventions	1,2,4,5
TA Led pre and post tutoring	Teaching assistant Interventions	1,2,4,5
Education City online learning platform for English and maths	Individualised Instruction	1,2,4,5
Jigsaw PSHE programme	Individualised Instruction	1,2,4,5
Times Tables Rockstars	Individualised Instruction	1,2,4,5
Marvellous ME	Parental Engagement Behaviour Interventions	1,2,4,5

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

Budgeted cost: £5950.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops for Little Wandle Letters and Sounds	Parental Engagement EEF	1,2,4,5

Senior Mental Health Lead training	Social and Emotional Learning EEF Pupil Questionnaire	1,2,4,5
Development of Wellbeing Room	Social and Emotional Learning EEF Pupil Questionnaire	1,2,4,5
Bi-annual Pupil Questionnaire to identify any wellbeing issues	Social and Emotional Learning EEF Pupil Questionnaire	1,2,4,5
Provision of after school clubs, educational visits and residential to enrich the learning and school experience	Outdoor Adventure Learning EEF School feedback from leavers and ex-students about the experiences of trips	3

Total budgeted cost: £86,065.48





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.

- Covid disruption caused a range of issues across the school in 2020-21, however teachers were keen to deliver online learning to all pupils via Teams. Uptake for remote learning was high:

	Average Engagement levels on Teams between Jan 5th-25th
Y6	93%
Y5	91%
Y4	95%
Y3	94%
Y2	90%
Y1	84%
YR	79%
Average	89%

- Staff kept virtual registers and used tools available in Teams to identify non-attenders.
- School laptops were re-imaged and distributed to children identified a pupil premium/FSM or paper packs of learning was provided
- An in-school programme of learning was provided to key worker and vulnerable children, and PP children were encouraged to attend

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