



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	15.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	02/11/22
Date on which it will be reviewed	02/11/23
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	£81,715
Recovery premium funding allocation this academic year	0
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	£81,715
Additional supplemental funding from school budget	£7814.14
Total spend	£89,529.14

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 many of our 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 long term impact of COVID will has affected our disadvantaged pupils to a greater degree and further widened the gap, particularly in writing, maths and emotional resilience
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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 in-school catch-up and intervention programmes	<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

Children’s resilience and wellbeing are improved through the use of specific training and programmes within school	TIASS trained staff can better support and understand children experiencing trauma Children’s happiness and wellbeing is strong on pupil questionnaires Parents are satisfied about their child’s wellbeing
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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: £16,787

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of ‘Walkthru’ CPD programme as staff development tool to improve pedagogy	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

<p>National College CPD subscription</p> <p>The Key Subscription</p>	<p>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.</p> <p>High-quality teaching EEF Effective Professional Development EEF</p>	<p>1,2,4,5</p>
<p>Wider Curriculum Development Resources and cover time for curriculum leads to develop subject areas</p>	<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>	<p>1,2,3,4,5</p>
<p>Input and evaluation of non-core data to identify any additional gaps in learning/skills</p>	<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>	<p>1,2,4,5</p>
<p>Educator Tracking system for progress and achievement in core and non-core subjects</p>	<p>In-school evidence supports that the use of our data systems has led to improvements in outcomes pre-pandemic</p>	<p>1,2,4,5</p>

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

Budgeted cost: £68,704

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1st Class Number intervention</p>	<p>Small Group Tuition EEF</p>	<p>1,2,4,5</p>

Wellcomm DLP programme	Oral Language Interventions EEF	1,2,4,5
Talkboost Speech and Language programme	Oral Language Interventions EEF	1,2,4,5
Y6 Booster/catch-up programme	Small Group Tuition EEF	1,2,4,5
Toolkit Progress Tracker used for target setting and next steps for SEND children	Teaching assistant Interventions	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	1,2,4,5

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

Budgeted cost: £4037

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
Parent workshop: 'Helping your child to be their best – at home and at school' (Beacon Behaviour Support)	Parental Engagement EEF	
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: £89,529.14



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Disadvantaged	All	Disadvantaged	Disadvantaged national
GLD (FSM- 7 chn)	77%	57%	55% (Bham)
Phonics Y1 (8 chn)	83%	38%	69% (Bham)
Phonics Y2 (4 chn)	98%	100%	83% (Bham)
Reading Y2 (5 chn)	73%	80%	58%
Maths Y2 (5 chn)	49%	50%	57%
Writing Y2 (5 chn)	29%	0%	48%
Reading Y6 (8 chn)	84%	75%	62%
Maths Y6 (8 chn)	85%	50%	62%
Writing Y6 (8 chn)	80%	62.5%	55%
SPAG Y6 (8 chn)	87%	75%	66%

It is useful to know the breakdown of additional layers of disadvantage within each year group detailed in the results above:

	Total Dis	ONLY Dis	Dis+SEND	Dis+EAL	Dis+EAL+SEND
Reception	8	8			
Y1	10	7	1	2	
Y2	8	5	1	2	
Y6	9	6	1		1

Historically pupil premium children at Chad Vale achieve well and have good progress, in comparison to disadvantaged children nationally and all other children.

Most recent available data from ASP (taken 2/11/22)

Key stage 2 disadvantaged

This is revised data for 2018/19.

[Download PDF to print or save](#)

Average progress for disadvantaged pupils in reading, writing and maths ?

► [Help with progress scores](#)

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	3.58	0.89	1.04
Confidence interval ?	0.1 to 7.1	-2.3 to 4.1	-2.0 to 4.1
Number of disadvantaged pupils	12	12	12
Disadvantaged pupils with adjusted scores	0	0	0
National average for disadvantaged pupils ?	Like-for-like ? -0.62	Like-for-like ? -0.50	Like-for-like ? -0.71

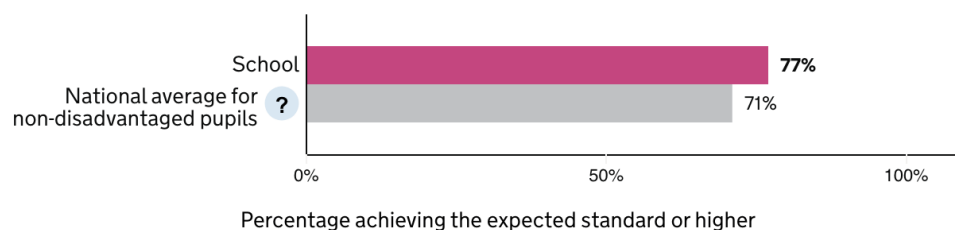
[Reset comparator](#)

Reading, writing and maths combined ?

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 13

[View as table](#)

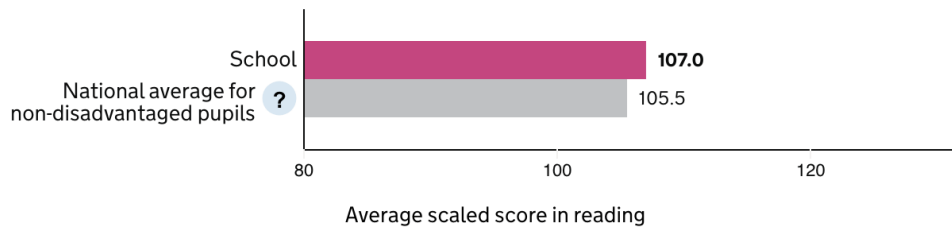


Average scaled score for disadvantaged pupils in:

Reading ?

Number of disadvantaged pupils = 13

[View as table](#)



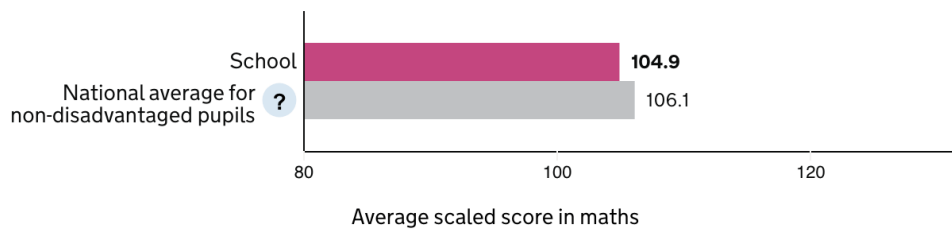
[Explore data in detail](#)

[View pupil breakdown](#)

Maths ?

Number of disadvantaged pupils = 13

[View as table](#)



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
PIRA Reading Tests	Rising Stars
PUMA Maths Tests	Rising Stars
Educater tracking software	Educater
Scholarpack MIS	Scholarpack
Talkboost	I CAN

Pupil Premium Costs Calculator 2022-23					
Teaching (CPD, recruitment, retention)	unit cost	quantity	number/amount		Tot Cost 22-23
Walkthrus	£1,200.00	1	1		£1,200.00
Rising Stars/Mark/Shine	£7,000.00	1	1		£7,000.00
National College CPD	£1,200.00	1	1		£1,200.00
The Key	£887.00	1	1		£887.00
Wider Curriculum development Cover	£210.00	20	1		£4,200.00
Educater	£2,300.00	1	1		£2,300.00
				Sub total	£16,787.00
Targeted Academic Support					
Y6 Booster Programme NB	£53.47	15	1		£802.05
Y6 Booster Programme JP	£46.46	15	1		£696.90
SD Phonics interventions	£59.18	100	1		£5,918.00
Rapid Writing	£53.46	200	1		£10,692.00
TA Interventions (3 hours a week per TA)	£23.21	130	15		£45,259.50
Lego Therapy/MHFA (3 hours a week)	£32.77	117	1		£3,834.09
1st Class Number (GM)	£25.06	20	1		£501.20
Talkboost intervention	£32.77	15	1		£491.55
Marvellous Me	£509.15	1	1		£509.15
				Sub Total	£68,704.44
Wider Strategies					
Beacon Support workshop	£200.00	1	1		£200.00
Senior Mental Health Support for children/staff/parents	£83.77	10	1		£837.70
Funding of ASCS, ed visits for PP	£3,000.00	1	1		£3,000.00
					£4,037.70
				Total:	£89,529.14