

# 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	<b><i>Cheadle Catholic Infant School</i></b>
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	3%
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Pamela Glynn
Pupil premium lead	Jolene McMonagle
Governor lead	Joanna Kirk

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,105
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,105

# Part A: Pupil premium strategy plan

## Statement of intent

*At Cheadle Catholic Infant School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to prepare them academically, socially, morally, and spiritually for a lifelong learning journey.*

*We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.*

*Our ultimate objectives are to:*

- Remove barriers to learning created by poverty, family circumstance and background*
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally*
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the KS1 curriculum*
- Develop confidence in their ability to communicate effectively in a wide range of contexts*
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.*
- Access a wide range of opportunities to develop their knowledge and understanding of the world*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Low prior attainment (gap between peers is evident)
2	Oral language skills in Nursery and Reception. This can affect and slow reading and writing progress in subsequent years.
3	Reduced access to texts for reading for pleasure
4	Low self-esteem/self-confidence/resilience
5	Limited enrichment opportunities

## Context

Whole School Overview		
	Total	%
Whole School	307	100%
Boys	160	52%
Girls	150	48%
Pupil Premium	11	3.5%
FSM	11	3.5%
SEND	24	7.8%
EHCP	9	3%
EAL	31	10%
Living in 25% most deprived areas	12	4.4%

## 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
1. To accelerate the progress of PP children in Reading, Writing and Maths	Progress of PP children is at least in-line with non-PP children
2. Improve oral language skills for pupils eligible for PP in Nursery and Reception.	PP children in Nursery & Reception make Expected + progress by end of Reception so that all meet age related expectations.
3. To develop pupils fluency in Reading, including those most disadvantaged	Confident fluent reading of age related texts
4. To enhance children's resilience, independence and self-esteem	Improved engagement and participation in activities.
5. To enhance equality of opportunity for enrichment activities	PP children all accessing trips/visits and being given wider curriculum opportunities. 100% attendance on all school trips.

## 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

Budgeted cost: £5, 836

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>-Daily whole class reading</i>  <i>-Daily differentiated phonics</i>  <i>-Well Comm(SALT) assessment &amp; daily interventions for EYFS pupils</i></p> <ul style="list-style-type: none"> <li>• <i>Book purchase</i></li> <li>• <i>Read, Write, Inc resources &amp; training</i></li> <li>• <i>Staff INSET</i></li> <li>• <i>Training</i></li> <li>• <i>Subject Leader Release</i></li> <li>• <i>Access to library texts</i></li> </ul>	<p><b>EEF Toolkit</b> and evidence of best practice- <b>Phonics</b> (Average impact + 5 months)</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	1, 2 & 3
<p><i>Daily Wellcomm interventions for EYFS pupils</i></p>	<p><b>EEF Toolkit</b> The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language</p>	1, 2 & 3
<p><i>Inviting and stimulating reading Corners in every class.</i></p> <p><i>Subscription to Cheshire Library Service</i></p>	<p><b>EEF Toolkit</b> and evidence of best practice - <b>Reading Comprehension Strategies</b> (Average impact +6 months)</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with collaborative learning techniques and phonics activities to develop reading skills.</p>	1, 2 & 3

<i>Decodable reading texts throughout EYFS &amp; KS1</i>	<b>EEF Toolkit – Phonics</b> The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	1, 2 & 3
<i>Cover to release reading/ phonics leader</i>	Reading/ phonics leader will monitor the teaching of phonics and reading. She will provide high quality CPD to staff through coaching, team teaching and constructive feedback.	1, 2 & 3

## Targeted academic support

Budgeted cost: £ 6,394

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Phonics &amp; Reading :</b> 1:1 TA support 30 mins per day per child 5.5 hours per day  <u>£5572</u>	<b>EEF Toolkit</b> and evidence of best practice- <b>Phonics</b> (Average impact + 5 months)  <b>EEF Toolkit – Reading Comprehension Strategies</b> 1. Reading comprehension strategies are high impact on average (+6 months).	1, 2 & 3
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<b>Reading:</b> Subscription to Cheshire Library Service. Cheshire Library Service £3429  <b>PP Allocation:£122</b>  Schl librarian : half a day per week <u>£700</u>  Regular 'reading for pleasure,' sessions/ 'drop everything and read' sessions. PP children to have a library session in the school library every week with school librarian.	<b>EEF Toolkit – Reading Comprehension Strategies</b> 1. Reading comprehension strategies are high impact on average (+6 months).	1,2 & 3

## Wider strategies

Budgeted cost: £ 1875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of outdoor learning spaces for Forest Schools activities</i>  <i>Forest School Practitioner.</i> <i>PP children to receive 1 hour extra support per week</i> <i>Jan – July:</i>	<b>EEF toolkit – Collaborative Learning Approaches</b> The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.  <b>EEF Toolkit – Outdoor Learning</b> Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to	4 & 5

<p><b><u>PP allocation: £875</u></b></p> <p><i>Resources: <b>PP allocation: £1000</b></i></p>	<p>access. Through participation in these challenging physical and emotional activities, outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	
<p><i>1:1 coaching &amp; support</i></p>	<p>Multi-skills, games coaching at lunchtimes.</p> <p>.</p> <p>PP children to receive Friday lunchtime bespoke intervention</p>	<p>5</p>
<p><i>Musical instrument tuition</i></p>	<p>Every child should have the opportunity to learn to play an instrument</p>	<p>5</p>

**Total budgeted cost: £ 14,105**

## 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.

Target	Impact																																			
<b>Teaching</b>																																				
<p><i>To provide disadvantaged children with a tailored education plan according to need in order to reduce any gaps in learning/ progress</i></p> <p><i>To improve the monitoring of outcomes for disadvantaged pupils through the introduction of detailed achievement meetings and data analysis</i></p> <p><i>To provide teaching assistants in class supporting teaching and learning with a particular focus on disadvantaged pupils and accelerating progress accordingly</i></p>	<p>End of KS1 outcomes* (Based upon Teacher assessment)</p> <table border="1" data-bbox="641 674 1355 1552"> <thead> <tr> <th data-bbox="641 674 831 808"><i>Based on Teacher Assessment</i></th> <th data-bbox="831 674 963 808"><b>Reading</b></th> <th data-bbox="963 674 1086 808"><b>Writing</b></th> <th data-bbox="1086 674 1195 808"><b>Maths</b></th> <th data-bbox="1195 674 1355 808"><b>Combined</b></th> </tr> </thead> <tbody> <tr> <td colspan="5" data-bbox="641 808 1355 909" style="text-align: center;"><b>Meeting End of KS1 Expectations</b></td> </tr> <tr> <td data-bbox="641 909 831 1025"><b>PP ( 2 pupils)</b></td> <td data-bbox="831 909 963 1025" style="text-align: center;"><b>0%</b></td> <td data-bbox="963 909 1086 1025" style="text-align: center;"><b>0%</b></td> <td data-bbox="1086 909 1195 1025" style="text-align: center;"><b>0%</b></td> <td data-bbox="1195 909 1355 1025" style="text-align: center;"><b>0%</b></td> </tr> <tr> <td data-bbox="641 1025 831 1189"><b>Pupils not eligible for PP (Nat)</b></td> <td data-bbox="831 1025 963 1189" style="text-align: center;"><b>72%</b></td> <td data-bbox="963 1025 1086 1189" style="text-align: center;"><b>64%</b></td> <td data-bbox="1086 1025 1195 1189" style="text-align: center;"><b>73%</b></td> <td data-bbox="1195 1025 1355 1189" style="text-align: center;"><b>%</b></td> </tr> <tr> <td colspan="5" data-bbox="641 1189 1355 1272" style="text-align: center;"><b>EYFS GLD</b></td> </tr> <tr> <td data-bbox="641 1272 831 1391"><b>PP ( 3 pupils)</b></td> <td colspan="4" data-bbox="831 1272 1355 1391" style="text-align: center;"><b>33%</b></td> </tr> <tr> <td data-bbox="641 1391 831 1552"><b>Pupils not eligible for PP (Nat)</b></td> <td colspan="4" data-bbox="831 1391 1355 1552" style="text-align: center;"><b>62%</b></td> </tr> </tbody> </table>	<i>Based on Teacher Assessment</i>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Combined</b>	<b>Meeting End of KS1 Expectations</b>					<b>PP ( 2 pupils)</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>Pupils not eligible for PP (Nat)</b>	<b>72%</b>	<b>64%</b>	<b>73%</b>	<b>%</b>	<b>EYFS GLD</b>					<b>PP ( 3 pupils)</b>	<b>33%</b>				<b>Pupils not eligible for PP (Nat)</b>	<b>62%</b>			
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<p><i>To further improve teaching and learning resources to engage and enthuse pupils resulting in greater rates of progress and attendance. To improve outcomes for disadvantaged pupil through more rigorous monitoring and evaluation</i></p>	<p>Although PP children did not make not meet end of year expectations, through targeted and personalised support they did make expected progress.</p> <p>All PP children attended school during both lockdowns.</p>																																			

## Wider strategies

<p><i>To provide some of the disadvantaged pupils with the opportunity to experience outdoor learning</i></p> <p><i>To provide opportunities for the disadvantaged pupils engagement in enrichment activities</i></p> <p><i>To enable pupils to be school ready and have a positive impact on self-esteem</i></p>	<p>All PP pupils offered places in school during closure in Spring 21'. All families offered devices to use at home if they chose not to. Lead monitored the engagement of PP pupils throughout lockdown.</p> <p>PP children had access to lunchtime activities with Mr Helsby.</p> <p>PP children received subsidised places at HAF holiday clubs.</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
Read, Write, Inc	R, W, Inc
Purple Mash	2Simple
White Rose Maths	WRM