

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	<i>Cheadle Catholic Infant School</i>
Number of pupils in school	251 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	4%
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Pamela Glynn
Pupil premium lead	Jolene McMonagle
Governor lead	Joanna Kirk

Context

Whole School Overview		
	Total (excluding Nursery)	%
Whole School	252	100
Boys	135	54%
Girls	117	46%
Pupil Premium	10	3.9%
FSM	1	0.3%
SEND	23	9%
EHCP	13	5%
EAL	32	12.6%
Living in 25% most deprived areas	12	4.4%

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,620
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	£16,620

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*
- Focus on developing the pupils' reading skills so that they can access the curriculum provided.*
- 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 extra-curricular 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.

Challenge number	Detail of challenge
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/ anxiety
5	Support for parents
6	Limited enrichment opportunities

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 ensure the families of PP children are able to access parenting support	Confident parents. Parents understand how to support their children to become happy & successful learners.
6. 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: **£2779.33**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>-Daily whole class reading</i> <i>-Daily differentiated phonics</i></p> <ul style="list-style-type: none"> • <i>Book purchase £400</i> • <i>Read, Write, Inc resources & training</i> • <i>Staff INSET</i> • <i>Training</i> • <i>Access to library texts</i> • <i>PP Leader 3 days per year release to monitor progress of PP spend and PP children.</i> <p>£738.12</p>	<p>EEF Toolkit and evidence of best practice- Phonics (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>-Well Comm (SALT) & NELI assessment & daily interventions for EYFS pupils.</i></p>	<p>EEF Toolkit 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>HLTA cover to release reading/ phonics leader (0.5 days per week £1661.21)</i></p>	<p>EEF Toolkit and evidence of best practice- Phonics (Average impact + 5 months)</p> <p>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.</p>	1,2 & 3
<p><i>To engage the services of the SEMH teacher to support parents in dealing with pupils suffering from anxiety/ self-esteem and emotional needs</i></p>	<p>SEMH teacher reports. Presentation of pupils in social settings. Improved attendance Parental feedback.</p>	5

<p><i>Weekly small group sport's sessions and self esteem building activities with SHAPES Specialist PE teacher. (Lunchtime)</i></p>	<p>EEF Toolkit-There is a small positive impact of physical activity on academic attainment (+1 month).While this evidence summary focuses on the link between physical activity and academic progress, it is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides.</p>	<p>4</p>
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Targeted academic support

Budgeted cost: **£9,946**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading: Subscription to Cheshire Library Service. Cheshire Library Service £2755 per annum</p> <p>PP Allocation:£120</p> <p>Schl librarian : half a day per week PP Allocation £700</p> <p>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.</p>	<p>EEF Toolkit – Reading Comprehension Strategies</p> <p>1. Reading comprehension strategies are high impact on average (+6 months).</p>	<p>1,2 & 3</p>
<p>Daily phonics intervention in small group/ 1:1 by TA or CT</p> <p>Daily writing intervention in small group/ 1:1 by TA or CT</p> <p>Daily maths intervention:</p> <ul style="list-style-type: none"> • Daily revision key/ basic skills & knowledge 1:1 by TA or CT <p>30 mins per day x 8 children £9126</p>	<p>Pupil progress in phonics</p> <p>EEF Toolkit and evidence of best practice- Phonics (Average impact + 5 months)</p> <p>EEF Toolkit – Reading Comprehension Strategies</p> <p>1. Reading comprehension strategies are high impact on average (+6 months).</p> <p>Pupil Progress in writing</p> <p>Pupil progress in maths</p>	<p>1, 2 & 3</p> <p>1</p> <p>1</p>
<p>Speech & language small group work with TA or CT</p>	<p>Increased social confidence & interaction with peers through observation</p>	<p>2 & 4</p>

NELI Intervention in small group	Increased social confidence & interaction with peers through observation	2 & 4
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Wider strategies

Budgeted cost: £ 4,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All PP pupils will be financially provided by the school for the following:</p> <ul style="list-style-type: none"> • School visits • School visitor events • Music Tuition • Spanish tuition • 	<p>Pupils given the same opportunities as their peers. Increase in confidence and self-esteem.</p>	3, 4 & 5
<p>School will also financially support an extra-curricular activity outside of school's provision.</p> <p>£2,281.50 (one club per child per week)</p>	<p>Pupils given the same opportunity to develop their talents and increase their creative and physical skills.</p> <p>This will increase self- confidence and self-esteem</p>	3, 4 & 5
<p>School SHAPES specialist PE teacher to work with PP children in Year 1 & 2 one lunchtime per week.</p> <p>One lunchtime per week at £55 per hour: £2166.67</p>	<p>Pupils given the same opportunity to develop their talents and increase their creative and physical skills.</p> <p>This will increase self- confidence and self-esteem</p>	3, 4 & 5

Total budgeted cost: £ 17,173.33

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					
Teaching						
<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>	End of KS1 outcomes					
	<i>Based on Teacher Assessment</i>	Reading	Writing	Maths	Combined	
	Meeting End of KS1 Expectations					
	PP (4 pupils)	25%	25%	25%	25%	
	PP Nat	51%	41%	52%	37%	
	Pupils not eligible for PP (Nat)	72%	63%	73%	59%	
	EYFS GLD					
	PP (4 pupils)	50%				
	PP Nat	49%				
	Pupils not eligible for PP (Nat)	80%				
	Phonics; Year 1					
	PP (4 pupils)	25%				
	PP Nat	62%				

	<i>Pupils not eligible for PP (Nat)</i>	69%
Targeted academic support		
<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>	Although PP children did not make not meet end of year expectations, through targeted and personalised support they did make expected progress.	
Wider strategies		
<i>To provide some of the disadvantaged pupils with the opportunity to experience outdoor learning</i> <i>To provide opportunities for the disadvantaged pupils engagement in enrichment activities</i> <i>To enable pupils to be school ready and have a positive impact on self-esteem</i>	PP children received subsidised places at HAF holiday clubs. PP children take part in Forest Schools weekly. PP children receive support when paying for school trips, musical instrument tuition, after school sport's clubs or Spanish lessons.	

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