

Pupil premium strategy statement 2024-25

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 | 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) | 2024-25 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| 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 | £105,080 |
| 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 | £105,188 |
| Additional supplemental funding from school budget | £108 |
| Additional supplemental funding from PPTA | £5000 |
| Additional supplemental funding from DLP project | £8000 |
| Total spend | £118,188 |

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 learning challenges |
| 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 has affected our disadvantaged pupils to a greater degree and further widened the gap, particularly in writing, maths and emotional resilience |

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 |
|---|---|
| Non-SEND 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> |
| Non-SEND 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> |
| Non-SEND 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 |
| Non-SEND disadvantaged children have equality of opportunity for all trips, residential and after-school opportunities in line with their non-disadvantaged peers | Disadvantaged children are actively targeted for attendance on all school trips and residential opportunities with full funding and additional support where required |
| Non-SEND 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 | Children receive a targeted and broad curriculum with full coverage of objectives |
| Children's resilience and wellbeing are improved through the use of specific training and programmes within school | <p>TIASS trained staff can better support and understand children experiencing trauma</p> <p>Children's happiness and wellbeing is strong on pupil questionnaires</p> <p>Parents are satisfied about their child's wellbeing</p> |

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £83,645

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Quality First additional support for pupil premium children provided by class-based teaching assistants to enable access to high quality teaching, to scaffold and develop pupil independence, to deliver structured interventions | Deployment of Teaching Assistants Effective Deployment of TAs EEF | 1,2,3,4,5 |
| Y6 Maths and Reading Booster sessions | Small Group Tuition EEF | 1,2,4,5 |
| Continuation 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 | 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. | 1,2,4,5 |

| | | |
|--|---|-----------|
| | High-quality teaching EEF Effective Professional Development EEF | |
| Ongoing staff training for Maths Mastery Approach | 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 |
| Peer Review of Foundation Subjects (writing, ICT, music) working alongside other local schools and BEP | 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. We believe that a strong focus on the wider curriculum has a positive impact on wellbeing, skills and knowledge and academic outcomes for life. Inspecting the Curriculum Ofsted | 1,2,3,4,5 |
| Input and evaluation of non-core data to identify any additional gaps in learning/skills | We 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. 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. | 1,2,4,5 |

| | | |
|---|---|---------|
| Educater Tracking system for progress and achievement in core and non-core subjects | In-school evidence supports that the use of our data systems has led to improvements in outcomes pre-pandemic | 1,2,4,5 |
| Continued development as a Trauma Informed, Attachment Aware School (TIAAS) to support emotional health and wellbeing of all pupils | Behaviour Interventions EEF | 1,2,4,5 |
| MyHappyMind programme taught across the school to teach children about how their brain and emotions work and how to regulate themselves | Metacognition and Self Regulation EEF | 1,2,4,5 |

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

Budgeted cost: £17600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Mastering Number in KS1 and EYFS | Mastery Learning EEF | 1,2,4,5 |
| 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 Widgit 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 |
| Jigsaw PSHE programme | 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: £3943

| 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 |
| 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 |
| Development of outdoor play space at dinnertimes for our 'Creative Active Play' system | Outdoor Learning EEF | 1,2,4,5 |

Total budgeted cost: £105,188

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 2023-24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

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.

There are no progress measures for the 2024 Y6 pupil cohort due to COVID.

| Disadvantaged | All | Disadvantaged (school) | Disadvantaged (national) |
|---|------|------------------------|--------------------------|
| EYFS Good Level of Development | 61% | 62% | 51.5% |
| Contextual information EYFS | | | |
| 9 children are pupil premium only, 3 are pupil premium+SEND | | | |
| Phonics Check (8 disadvantaged children in Y1, 2 disadvantaged children in the Y2 re-check cohort) | | | |
| Phonics Y1 | 97% | 75% | 68% |
| Phonics Y2 re-check | 20% | 33% | n/a |
| Contextual information Y1 | | | |
| 2 children are pupil premium only, 1 child is pupil premium+ECHP+EAL, 3 children are pupil premium+SEND support, 2 children are pupil premium+EAL | | | |
| Contextual information Y2 | | | |
| Y4 Multiplication Check (10 disadvantaged children in cohort) | | | |
| Mean Average score | 21.2 | 18 | 18.9 (nat) |
| Contextual information Y4 | | | |
| 2 children are pupil premium only, 3 children are pupil premium+SEND support, 4 children are pupil premium+EAL, 1 child is pupil premium+EHCP | | | |
| Y6 (12 disadvantaged children in cohort) | | | |
| Reading Expected Standard | 78% | 67% | 62% |
| Reading Higher Standard | 33% | 8% | 18% |

| | | | |
|--|-----|-----|-----|
| Maths Expected Standard | 87% | 67% | 59% |
| Maths Higher Standard | 40% | 17% | 13% |
| Writing Expected Standard | 77% | 58% | 58% |
| Writing Higher Standard | 13% | 0% | 6% |
| SPAG Expected Standard | 82% | 58% | 59% |
| SPAG Higher Standard | 48% | 25% | 20% |
| Combined Reading, Writing, Maths Expected Standard | 70% | 50% | 46% |

Contextual information Y6

5 children were pupil premium only, 2 children were pupil premium+EHCP, 3 children were pupil premium+SEND support, 2 children were pupil premium+EAL

Externally provided programmes

| Programme | Provider |
|--|--------------|
| PIRA Reading Tests | Rising Stars |
| PUMA Maths Tests | Rising Stars |
| Educater tracking software | Educater |
| Scholarpack MIS | Scholarpack |
| Talkboost | I CAN |
| | |