

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	Cadishead Primary
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	30.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – August 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022 (first year review)
Statement authorised by	Shellie Gartside (CoG)
Pupil premium lead	Joanne Thomas (acting headteacher)
Governor lead	Shellie Gartside (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,002
Recovery premium funding allocation this academic year	£7,540
Total budget for this academic year	£150,542

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in Reading. Assessments indicate that pupils have low attainment in Reading. This is evident from Reception through to KS2 and in disadvantaged children.
2	Lower attainment in Writing: Analysis of assessment data show that writing across school is low and this is particularly evident in disadvantaged pupils.
3	Lower attainment in Maths: School were using 'No Problem Maths' however, this was not having the impact on attainment that was expected and did not work for home learning. Staff are now using White Rose Maths. Data from last year shows that disadvantaged children in all year groups are working below the expected level in maths.
4	Language on entry to EYFS. Early life experiences and, during lockdown, lack of the opportunity to attend pre-school settings has meant that children are entering school with lower levels of language. This has been identified through Wellcom and ELKLAN assessments.
5	Phonics attainment. Attainment in the phonics checklist at the end of KS1 is below 90%. Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
6	Limited access to life experiences due to deprivation: Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
7	<p>Mental Health and Wellbeing: Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 32 pupils (18 of whom are disadvantaged) currently require additional support with social and emotional needs, with 18 (10 of whom are disadvantaged) receiving small group interventions.</p>

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						
<p>Improve attainment in reading</p>	<p>Plan and deliver high quality reading interventions additional to daily lessons throughout the school.</p> <p>KS2 reading outcomes in 2024/25 show that more 63% of disadvantaged pupils met the expected standard.</p> <p>Year 1 STARTING Point 2021-22</p> <table border="1" data-bbox="818 703 1409 831"> <thead> <tr> <th data-bbox="818 703 1046 752">Year 6</th> <th data-bbox="1046 703 1227 752">January</th> <th data-bbox="1227 703 1409 752">July22</th> </tr> </thead> <tbody> <tr> <td data-bbox="818 752 1046 831">Disadvantaged (20)</td> <td data-bbox="1046 752 1227 831">55/16</td> <td data-bbox="1227 752 1409 831"></td> </tr> </tbody> </table>	Year 6	January	July22	Disadvantaged (20)	55/16	
Year 6	January	July22					
Disadvantaged (20)	55/16						
<p>Improve attainment in writing</p>	<p>Plan and deliver high quality writing interventions additional to daily lessons throughout the school.</p> <p>KS2 writing outcomes in 2024/25 show that more 36% of disadvantaged pupils met the expected standard.</p> <p>Year 1 Starting Point 2021-22</p> <table border="1" data-bbox="818 1099 1409 1227"> <thead> <tr> <th data-bbox="818 1099 1046 1149">Year 6</th> <th data-bbox="1046 1099 1227 1149">January</th> <th data-bbox="1227 1099 1409 1149">July22</th> </tr> </thead> <tbody> <tr> <td data-bbox="818 1149 1046 1227">Disadvantaged (20)</td> <td data-bbox="1046 1149 1227 1227">33/0</td> <td data-bbox="1227 1149 1409 1227"></td> </tr> </tbody> </table>	Year 6	January	July22	Disadvantaged (20)	33/0	
Year 6	January	July22					
Disadvantaged (20)	33/0						
<p>Improve attainment in maths</p>	<p>Plan and deliver high quality Maths interventions additional to daily lessons throughout the school.</p> <p>KS2 maths outcomes in 2024/25 show that more 63% of disadvantaged pupils met the expected standard.</p> <p>Year 1 Starting Point 2021-22</p> <table border="1" data-bbox="818 1480 1409 1644"> <thead> <tr> <th data-bbox="818 1480 1046 1565">Year 6</th> <th data-bbox="1046 1480 1227 1565">January '22</th> <th data-bbox="1227 1480 1409 1565">July22</th> </tr> </thead> <tbody> <tr> <td data-bbox="818 1565 1046 1644">Disadvantaged (20)</td> <td data-bbox="1046 1565 1227 1644">50/0%</td> <td data-bbox="1227 1565 1409 1644"></td> </tr> </tbody> </table>	Year 6	January '22	July22	Disadvantaged (20)	50/0%	
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<p>Increase the early language and communication skills of early years children</p>	<p>For attainment in communication to improve over the FS from the Nursery baseline to the EYFS profile judgements. This will be seen in year-on-year improvements over the course of the next three years. These improvements will be evidenced by assessments and observations of the oral language use of the disadvantaged children. This will be triangulated with other sources of evidence from external</p>						

	<p>agencies including the speech and language service.</p> <p>Starting Point 2021-22</p> <table border="1" data-bbox="818 271 1399 414"> <thead> <tr> <th><i>Wellcomm</i></th> <th><i>Sept '21</i></th> <th><i>July 22</i></th> </tr> </thead> <tbody> <tr> <td><i>N (all)</i></td> <td></td> <td></td> </tr> <tr> <td><i>R (all)</i></td> <td></td> <td></td> </tr> </tbody> </table>	<i>Wellcomm</i>	<i>Sept '21</i>	<i>July 22</i>	<i>N (all)</i>			<i>R (all)</i>		
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<i>R (all)</i>										
<p>Improve the phonics skills of pupils in KS1</p>	<p>KS1 phonic outcomes in 2024/25 show and improving trend from January 2022 : Y2 whole class:51% Y2 disadvantaged: 50% 78% of disadvantaged pupils met the expected standard (national figure in 2019).</p> <p>Starting Point 2021-22</p> <table border="1" data-bbox="818 745 1399 889"> <thead> <tr> <th><i>Year 2</i></th> <th><i>Dec ' 21</i></th> <th><i>July 22</i></th> </tr> </thead> <tbody> <tr> <td><i>ALL</i></td> <td></td> <td></td> </tr> <tr> <td><i>Disadvantaged</i></td> <td></td> <td></td> </tr> </tbody> </table>	<i>Year 2</i>	<i>Dec ' 21</i>	<i>July 22</i>	<i>ALL</i>			<i>Disadvantaged</i>		
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<p>Increase enrichment opportunities for pupils: Provide support to disadvantaged pupils to enable them to overcome some barriers to learning through “wider strategies”</p>	<p>All pupils have full access to the curriculum and all available opportunities A wide range of extra-curricular activities will be offered and subsidised for disadvantaged pupils</p> <p>Starting Point 2021: Year 1 Starting Point 2021-22</p> <table border="1" data-bbox="818 1182 1399 1417"> <thead> <tr> <th></th> <th><i>Sept '21</i></th> <th><i>July 22</i></th> </tr> </thead> <tbody> <tr> <td><i>Number of extra-curricular offered</i></td> <td></td> <td></td> </tr> <tr> <td><i>Number of Disadvantaged pupils involved</i></td> <td></td> <td></td> </tr> </tbody> </table> <p>Discounts and subsidies will be applied to disadvantaged families for trips, visits, workshops, extracurricular clubs, music lessons and residential</p>		<i>Sept '21</i>	<i>July 22</i>	<i>Number of extra-curricular offered</i>			<i>Number of Disadvantaged pupils involved</i>		
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<i>Number of extra-curricular offered</i>										
<i>Number of Disadvantaged pupils involved</i>										
<p>Decrease the number of referrals over time.</p>	<p>December 2021 :32 pupils 10% of school (18 of whom are disadvantaged 31%) currently require additional support with social and emotional needs, with 18 (10 of whom are disadvantaged) receiving small group interventions.</p> <p>July 2022: 8% of whole school 25% who are disadvantaged</p>									

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.

Term 1 Review and Update: 2 February 2022

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£41,043.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for 'The Write Stuff'	<p>There is a strong evidence base to show that pupils benefit from a structured writing process. Research was undertaken into various schemes and 'The Write Stuff' was chosen.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf</p>	2
<p>Training and resources for a newly introduced synthetic phonics programme - 'Little Wandle' to ensure stronger phonics teaching for all pupils.</p>	<p>Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP) developed for schools by schools. Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum, the Ofsted Deep Dive into reading and preparing your children to go beyond the expectations of the Phonics Screening Check.</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p> <p>January 2022: A grant has been applied for towards the cost of the programme. Electronic versions of the phonetically decodable books have been purchased.</p>	1 & 5
Training for Reading Wise	<p>A DfE evidence based study shows the progress that pupils can be made in reading following the delivery of the Reading Wise Intervention.</p> <p>https://readingwise.com/research/ssif-reading-attainment</p> <p>January 2022: Staff have been trained. The first group of children have completed the intervention. A further group has been screened and now started and further children have been identified for taking part.</p>	1
Shine Intervention Training	<p>The Shine interventions link to assessments used in school. Evidence shows that these interventions are successful in plugging gaps identified by the assessments.</p>	1,2 & 3

	https://www.teachwire.net/products/shine-targeted-interventions-for-primary-reading-and-maths-from-rs-assessment-from-hodder-education January 2022: Staff meeting to show teachers how to use the resources has taken place.	
Place 2 Be Training	School has Place2Be on site two days a week. Through this all staff have been able to access https://www.place2be.org.uk/about-us/news-and-blogs/2020/august/place2be-launches-free-online-training-programme-for-50-000-uk-teachers/	7
Purchase of standardised diagnostic assessments Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1 2 & 3

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

Budgeted cost: £73,830.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school led tutoring for identified pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF January 2022: Year 2 and 6 children started tutoring in January. Year 5 children identified to start when Tutors through Protocol appointed.	1, 2 & 3

Purchase of an online programme (Reading Wise) to support identified children catch up with reading.	The results of the pilot study found that UK school children gained an average of 9 months in reading age upon completion of the decoding module, in comparison to controls. These findings were consistent among primary/secondary students and EAL/English only speaking students	1
Shine Intervention	Shine Interventions are linked to Rising Stars assessments. Analysis of the assessments identifies gaps in individual children's knowledge and understanding and provides a detailed, targeted intervention. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2 & 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	2
Staff to deliver high quality WELLCOMM interventions across EYFS to narrow the gap in communication and language	Evidence supports the focus on communication and language to develop children's in EYFS https://www.gi-assessment.co.uk/case-studies/identifying-speech-language-and-communication-needs-with-wellcomm-primary/	4
Staff across KS1 and 2 (bottom 20%) to deliver high quality interventions and catch-up support in phonics (Little Wandle) and reading for all children	A systematic phonics and reading scheme supports pupil's literacy skills https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1, 2. & 5

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

Budgeted cost: **£35,669.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place 2 Be	<p>Children need support processing, intellectualising, understanding and responding to these complex emotions involved in mental wellbeing. Being able to process and self-regulate will have impacts on their attendance at and performance in school.</p> <p>https://www.place2be.org.uk/about-us/impact-and-evidence/how-we-measure-our-impact/</p>	6,7
Subsidy for all classes to ensure children have access to a variety of enrichment opportunities.	<p>Off site visits, are expensive additional costs to parents on low income. Evidence shows that these extra-curricular activities help pupils make links to their classroom learning, result in cerebral development and raise self-esteem.</p> <p>https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-extracurricular-activities/</p>	6 & 7
Contingency fund for acute issues	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	ALL
Breakfast provided daily for all children	<p>School use 'Magic Breakfast' for weekly deliveries of bagels which are available for all children first thing each morning</p>	ALL

Total budgeted cost: £ ???????? *Please complete*

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum (Reading, Writing and Maths). The outcomes we aimed to achieve in our previous strategy by the end of 2020 / 21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources including those provided by Oak National Academy, Spelling Shed, White Rose Maths, BBC Bitesize, Purple Mash and Times Table Rockstars.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
White Rose Maths	Lancashire LA
NTS Assessments	Rising Stars

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A