

Pupil premium strategy statement – [St Chad's CofE Nursery and Infant School]

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	St Chad's CE Nursery and Infant School
Proportion (%) of pupil premium eligible pupils	64% (73 children)
Academic years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	<ul style="list-style-type: none">• 2022 - 2023• 2023 - 2024• <u>2024 – 2025</u>
Date this statement was published	December 2024
Date on which it will be reviewed	11 th March 2025 12 th June 2025 December 2025
Statement authorised by	K. Leach/ K. Morley
Pupil premium lead	K. Morley
Governor / Trustee lead	Mrs R Schmidt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,040
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£108,040

Part A: Pupil premium strategy plan

Statement of intent

At St Chad's CofE Nursery and Infant School, we believe that the highest possible standards can only be achieved by holding the highest expectations for **all** children, irrespective of their background or the challenges they may face. As a Church of England school, our ethos is rooted in supporting the whole child—academically, socially, emotionally, and spiritually, while respecting all beliefs and values, ensuring all pupils flourish.

We recognise that quality first teaching is the most effective way to improve outcomes for disadvantaged pupils (EEF, 2024). This is complemented by a broad, child-centred curriculum that prioritises communication and language, reading, vocabulary development, and enrichment. Our approach also addresses non-academic factors such as attendance, behaviour, and social and emotional development. The approaches we have adopted complement each other to help pupils excel, beginning with the bottom layer of Maslow's Hierarchy of Need. We prioritise Maslow's hierarchy of needs, beginning with physiological needs. Our strategic direction is guided by an evidence-informed approach, incorporating insights from the EEF, Ofsted research findings, and ongoing CPD in our unwavering commitment to delivering an excellent education for all.

We are committed to ensuring all children, including high attainers and those who require additional support, achieve their full potential. Spending decisions are informed by research and closely monitored by leaders to ensure impact. To support this, we actively engage with families, particularly those from EAL or disadvantaged backgrounds, to build trust and empower them to participate in their child's education.

Research tells us that children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. For example, how well a child communicates at five years old is one of the best predictors we have about how they will be doing in school at age eleven. Therefore, we prioritise high quality teaching and learning throughout our Early Years, ensuring that we provide the right foundation for good future progress through school and life.

Our priorities include:

- Ensuring children are school-ready and parents are supported to engage with the education system.
- Delivering quality first teaching across all year groups, with an emphasis on communication and language embedded in every subject.
- Implementing high-quality, targeted, and flexible interventions to address individual needs promptly.
- Supporting children's Social, Emotional, and Mental Health (SEMH) as a cornerstone of their ability to thrive academically and personally.

Our approach is dynamic, informed by ongoing assessment, and avoids making assumptions about the impact of disadvantage. Instead, we address barriers with precision, ensuring that all children, regardless of their starting points, excel in school and beyond.

It is important to note that our pupil premium rate currently stands at 64%, significantly higher than the national average. However, this figure does not accurately reflect our community, as some of our families have not been in the country long enough to access the pupil premium grant.

Challenges

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

Challenge number	Detail of challenge
1 C&L	Poor speech, language, and communication skills, including limited vocabulary, conversation skills, and a lack of enriching life experiences, are significant barriers to learning. <i>In 2023-2024, only 3 children (10%) were baselined at age related. 2 of these children attended our Nursery for 5 terms.</i>
2 Outcomes	Some children are significantly below age related expectations in reading, writing and maths, and require focused support to progressively narrow the gap as they move through school. <i>In 2023-2024, outcomes for Forever St Chad's Y2 children were Reading 69%/ 56%; Writing 69%/ 67%; Maths 69%/ 67% (non-pp/ pp). The most significant gap being in Reading.</i>

<p>3 Engagement</p>	<p>Supporting parental engagement continues to be an area of focus, particularly for our pupil premium and disadvantaged families. We recognise the importance of building strong, trusting relationships with parents to understand how their children learn well and how parent/caters can reinforce school learning at home. Many families benefit from additional support to navigate the school system and understand how they can play an active role in their child's education.</p>
<p>4 Mobility</p>	<p>High levels of mobility result in children starting school at various points throughout the academic year. Many new children, particularly those who have never attended school, find it difficult to separate from their parent/carers.</p> <p><i>In 2023-2024, mobility was 43% Mobility was the highest in Reception where 24 children joined the school. None of these children had accessed any prior school or nursery provision.</i></p>
<p>5 Attendance</p>	<p>Persistent absenteeism is higher amongst our most disadvantaged children. Our assessment data shows, these high levels of persistent absence are negatively affecting pupil progress. Barriers include differing cultural expectations and unfamiliarity with school systems.</p> <p><i>In 2023-2024, whole school attendance was 91.3% (including Reception). Pupil Premium attendance was 89.9%. Persistent absenteeism was highest in Reception.</i></p>
<p>6 SEMH</p>	<p>Social, emotional, and mental health (SEMH) needs have increased significantly in recent years. Many of our disadvantaged pupils face challenges in emotional regulation, which impacts their ability to engage with learning effectively. Our observations indicate that their education and well-being are being negatively affected by individual, personal, and home circumstances. These findings are supported by national studies.</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>All disadvantaged children are provided with the physiological resources (e.g., uniforms, breakfast) that the school can fund, to ensure they are ready to attend school and learn.</p>	<ul style="list-style-type: none"> • <u>All</u> children have access to a full school uniform, including book bag. • <u>All</u> children are dressed appropriately for the weather, and are comfortable e.g. a winter coat; Forest School clothing. • <u>All</u> children have the option to eat a healthy breakfast when they enter school. • Strong <i>relationships</i> are formed from the very first meeting (induction), fostering trust and ensuring parents understand how to access these resources.
<p>A communication focused curriculum with teaching and learning strategies embedded for whole class approach, including vocabulary teaching, environment construction and trips and enriching curriculum choices.</p>	<ul style="list-style-type: none"> • At least <u>90%</u> of children meet their end-of-year targets in reading, writing, and mathematics (and combined), demonstrating the effectiveness of embedded communication strategies. • Colourful Semantics is <u>consistently</u> used across all year groups to support sentence writing and language development, resulting in measurable improvements in writing outcomes. • Disciplinary and substantive knowledge is taught and shared in an age-appropriate way in <u>all subjects</u>, enabling children to articulate their learning confidently and demonstrate progress through improved curriculum outcomes. • The <u>school field and outdoor environments</u> are utilised effectively to support curriculum implementation. Regular outdoor learning opportunities are provided, enhancing children's engagement, confidence, and curriculum understanding. • The <u>Early Years outdoor space</u> fosters confidence, resilience, and independence, with children engaging in risk-taking and meaningful learning opportunities. This leads to improved outcomes in EYFS.

	<ul style="list-style-type: none"> • Through the implementation of Elizabeth Jarman's '<u>Communication Friendly Spaces</u>,' the school environment is calm, welcoming, and supportive, enhancing children's ability to engage with learning and feel secure. • <u>Stem sentences</u> are integrated into mathematics teaching to support the articulation of key concepts. A whole-school vocabulary progression grid ensures systematic language development across all subjects. • EYFS mathematics learning is enriched by linking key concepts to carefully selected <u>texts</u>, fostering deeper understanding and engagement with mathematical ideas. • <u>Phonetically matched reading books</u> are sent home weekly for all children to support the development of early reading skills, ensuring alignment with phonics instruction. • <u>All children participate in school trips</u>, with financial barriers removed, ensuring equitable access to enriching experiences that enhance learning and communication.
<p>Effective and regularly monitored interventions with effective deployment of teaching assistants with the EEF Guidance Report resources, in all classes.</p>	<ul style="list-style-type: none"> • <u>At least 90% of children meet their end-of-year targets</u>, demonstrating the effectiveness of interventions and support strategies. • Interventions are proactive and responsive, based on the emerging needs of each child, ensuring timely and relevant support for all learners. • <u>Over 70%</u> of disadvantaged pupils (PP) attend an after-school club throughout the academic year, demonstrating a commitment to providing enrichment opportunities alongside academic support. • Interventions are delivered with <u>fidelity</u> to the <u>Little Wandle</u> phonics programme, ensuring phonics and reading outcomes improve, with measurable gains in early reading skills. • Tracking of <u>interventions</u> shows that children have made accelerated progress in targeted areas, with a minimum of one step of progress made every half term.
<p>To foster and sustain improved wellbeing and mental health for all pupils in our school, particularly our disadvantaged pupils, through nurturing relationships, supportive practices, and a whole-school commitment to emotional and social development.</p>	<ul style="list-style-type: none"> • A high-quality nurture room is available for children to access as needed, providing a safe and supportive environment. • A well-resourced Forest School environment enhances cultural capital and supports pupils' emotional wellbeing. • All staff receive in-depth training on attachment, trauma, and the brain's role in behaviour, fostering a shared understanding and consistent approach. • Practice across the school is attachment- and trauma-informed, leading to improved provision for vulnerable pupils. • Pupils demonstrate progress in emotional literacy, with increasing ability to identify, understand, and manage their emotions. • A qualified Emotional Literacy Support Assistant (ELSA) provides targeted support to pupils. • Strong partnerships with local charities, such as Bridge the Gap, are maintained and utilised to enhance support for pupils and families. <p><i>Impact of this is identified through:</i> <i>Qualitative data from pupil voice; behaviour data; ELSA session outcomes; parents' surveys and teacher observations.</i></p>

<p>Targeted engagement for parents with a dynamic communication strategy to build relationships, trust, improve engagement with school, attendance, value of education, and support aspiration building.</p>	<ul style="list-style-type: none"> • Children in <u>EYFS visit the library at least once per half term</u>, with all children holding a library card to encourage reading at home and foster a culture of literacy. • Regular parent workshops are held with high levels of engagement, aiming for at least <u>80% attendance</u> from parents in each class. • <u>100% attendance at ESOL</u> (English for Speakers of Other Languages) classes, ensuring all parents have access to language support for effective communication with school. • <u>100% attendance at parents' meetings</u>, ensuring that all parents are informed about their child's progress and school expectations. • <u>100% of parents have access to Class Dojo</u>, ensuring consistent and effective communication between home and school. • 100% of children <u>complete home reading</u>. Families who cannot record their progress on Class Dojo, are supported by the Family Support Worker. • <u>Translation services</u> are readily available for parents, including during workshops, ensuring effective communication for non-English speaking families. • <u>Meet the Teacher workshops</u> are held at the beginning of each academic year to foster relationships and set expectations with parents. • <u>End-of-year expectations are shared</u> with all parents to ensure clarity on academic goals and to promote a shared vision for student success. • The Family Support Worker engages with families to <u>support attendance</u>, ensuring children are brought to school regularly, and works with families to address barriers to attendance.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17, 690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject Coordinator Monitoring</p> <ul style="list-style-type: none"> • deep dives of subjects and follow-up light touches the next half term • staff meetings to ensure collaboration and feedback <p><u>Target Subjects: Handwriting, Phonics, Maths, Science, Music, PE</u></p> <p><i>Subject leader release time: £2000</i></p>	<p>Effective subject monitoring ensures high-quality teaching and use of resources, helping to meet school-wide goals and improve pupil learning outcomes.</p> <p>guidance paper marking and feedback sept 2018-(2).pdf</p> <p>Constructive feedback is crucial for teacher development. The Education Endowment Foundation (EEF) highlights that effective feedback, both for pupils and staff, supports learning by focusing on improvement and addressing gaps: NEW GUIDANCE REPORT: TEACHER FEEDBACK TO... Derby Research School</p>	<p>1, 2, 4</p>

<p>Embedding Colourful Semantics</p> <ul style="list-style-type: none"> ongoing staff CPD subject leader to monitor implementation and impact <p><i>Resources: £400</i> <i>Subject leader release time: £900</i> <i>Staff meetings: £200</i> <u>Total: £1500</u></p>	<p>Colourful Semantics: How Children Can Develop Language Through Colour (learningjournals.co.uk) This approach can be useful for a range of children, especially those who are first learning vocabulary.</p> <p>Colourful semantics is a psycholinguistic approach that is often used to develop children's speech and writing abilities. Colourful Semantics: A teacher's guide (structural-learning.com)</p> <p>The importance and impact of teachers monitoring their own subjects: Making the Most of Subject Leaders Focus Education : Focus Education (focus-education.co.uk)</p> <p>Sustain phase of EEF implantation guidance: A Schools Guide to Implementation - Summary of recommendations Education Endowment Foundation</p>	<p>1, 2, 6</p>
<p>Little Wandle Phonics.</p> <ul style="list-style-type: none"> annual membership to a DfE validated scheme. rapid catch-up resources staff meetings/ briefings new staff training <p><i>Annual membership: £750</i> <i>Training release time: £150 (Tas)</i> <i>Staff meetings: £200</i> <i>Subject leader release time: £600</i> <i>Resources: £1000</i> <u>Total: £2800</u></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on word reading, particularly for disadvantaged children. Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Keep-up sessions in Reception and Y1 ensure children stay in their year groups phonics group, and receive age related teaching. LS-Individual-keep-up-for-Reception-PD-NEW-1.pdf (littlewandlelettersandsounds.org.uk)</p> <p>Ensure every child in Year 2 or above who cannot read at age-related expectations gets urgent, targeted support so that they can access the curriculum and enjoy reading as soon as possible. Rapid Catch-up Letters and Sounds</p>	<p>1, 2, 4</p>
<p>ISHA Handwriting Scheme.</p> <ul style="list-style-type: none"> training for EYFS and KS1 staff meetings and monitoring resources required <p><i>EYFS Training: £295</i> <i>KS1 Training: £295</i> <i>Staff meetings: £400</i> <i>Subject leader release time: £600</i> <i>Resources: £500</i> <u>Total: £1490</u></p>	<p>Research has shown a strong correlation between handwriting fluency and improved reading and spelling outcomes, especially in early literacy stages: The importance of explicit handwriting instruction</p> <p>Explicit handwriting instruction strengthens the integration of motor skills with language development, including alphabet knowledge. Students with consistent handwriting instruction often demonstrate better outcomes in reading, spelling, and other academic areas: THE IMPORTANCE OF HANDWRITING IN EDUCATION</p>	<p>1, 2</p>
<p>Ensuring consistency of mathematics teaching:</p> <ul style="list-style-type: none"> White Rose CPD support Staff CPD staff meetings <p><i>White Rose CPD: £500</i> <i>Training release time: £400</i> <i>Staff meetings: £200</i> <i>Manipulatives: £500</i> <u>Total: £1600</u></p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Maths Mastery Toolkit: A Practical Guide To Mastery Teaching At Primary [Free Resource]</p> <p>Coordinating mathematical success: the mathematics subject report - GOV.UK</p>	<p>1, 2, 4</p>

<p>Nurture through Nature</p> <ul style="list-style-type: none"> ○ Outdoor resources ○ Forest School sessions ○ Forest School clothing ○ Community Days <p><i>Forest School sessions: £7000</i> <i>Community Days: £200</i> <i>Eco-Club resources: £100</i> <u>Total: £7,300</u></p>	<p>Forest schools allow children to develop collaborative skills, and gives them practical skills they can transfer to family activities.</p> <p>Study reveals how Forest Schools can benefit children's development Loughborough University (lboro.ac.uk)</p> <p>Positive impacts of being outside on mental health and wellbeing.</p> <p>How Outdoor Play Improves Mental Health Pentagon Play How nature benefits mental health - Mind</p> <p>Community Days: It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 6
<p>School Excursions</p> <ul style="list-style-type: none"> ○ There are increased opportunities for children to visit and experience Derby and the local area <p><i>Trips: £1000</i> <u>Total: £1000</u></p>	<p>The importance of cultural capital:</p> <p>Cultural capital - Early Education (early-education.org.uk)</p> <p>Include, celebrate, acknowledge, and build on children's knowledge, experiences, and interests. And, at the same time, provide new opportunities and experiences, to challenge, expand, and increase children's knowledge, understanding, and skills.</p> <p>What is Cultural Capital in the EYFS? Family</p>	1, 3, 4, 6

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

Budgeted cost: £30,460

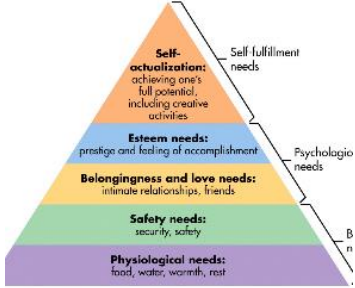
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Parent Workshops</p> <p><i>Staffing/ Cover: £1000</i> <i>Translation Services: see below</i> <u>Total: £1000</u></p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress:</p> <p>Parental engagement EEF</p> <p>There is extensive evidence of the positive impact of parental engagement approaches:</p> <p>Parental engagement EEF (Early Years specific research)</p>	2, 4, 5
<p>Recruiting Reading Volunteers</p> <p><i>Staffing: £500</i> <i>Administration: £300</i> <u>Total: £800</u></p> <p>Reading Volunteers allow further opportunities for children to read more regularly in school.</p>	<p>Importance of reading:</p> <p>The Importance of Reading in the Early Years EYR</p> <p>The importance and impact of early reading:</p> <p>Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p>	2, 4
<p>Reading Intervention TA</p> <p><i>Staffing: £11,500</i> <u>Total: £12,500</u></p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2, 4

	<p>Doing this through the use of small groups: Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> <p>The importance and impact of early reading: Early literacy approaches EEF (educationendowmentfoundation.org.uk)</p>	
<p>Targeted after school</p> <p><i>After school clubs: £4560</i> <i>Resources: £500</i> <u>Total: £5060</u></p>	<p>The importance of cultural capital: Cultural capital - Early Education (early-education.org.uk)</p> <p>Clubs based on what children have already been taught in class, based on the evidence from here: Homework: What Does the Evidence Say? Huntington Research School Mindfulness for Kids - Mindful</p> <p>Board Game Club: 13 ways playing board games benefits your child TheSchoolRun</p> <p>The most notable benefit of after school clubs is the improved academic performance of children who attend them. Benefits of After School & Extracurricular Activities (learninghive.co.uk)</p>	1, 2, 6
<p>KS1 Intervention TA</p> <p><i>Staffing: £10,000</i> <u>Total: £10,000</u></p>	<p>Pre/Post teach. Teaching interventions: Pre and over learning (sec-ed.co.uk)</p> <p>Keep-up sessions in Reception and Y1 ensure children stay in their year groups phonics group, and receive age related teaching. LS-Individual-keep-up-for-Reception-PD-NEW-1.pdf (littleandletersandsounds.org.uk)</p>	2, 4
<p>Maths Parent Classes</p> <p><i>Staffing: £1000</i> <i>Resources: £100</i> <u>Total: £1100</u></p>	<p>Providing resources and guidance to parents on how to support learning at home—such as reading together, discussing schoolwork, and engaging in interactive activities—has shown measurable benefits in literacy, numeracy, and social development: Interim report</p>	1, 2, 4

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

Budgeted cost: £59,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Translation services (NCAT)</p> <p><i>Staffing: £10,700</i> <u>Total: £11,000</u></p>	<p>With high numbers of mobility and children entering the school with no previous schooling, this is essential for our diverse catchment area.</p>	4, 5
<p>Family Support Worker</p> <p><i>Staffing: £11,800</i> <u>Total: £11,800</u></p>	<p>Approaches to engage parents.</p> <p>The EEF guidance is based on a range of the best available evidence: Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting attendance: Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	3, 4, 5
<p>Nurture/ Pastoral Support</p> <p><i>Welfare Support: £28,000</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p>	6

<p>Outside Agency Support: £1000 Training: £1000 Education Welfare Officer: £2000 Training Cover: £700 <u>Total: £32,700</u></p>	<p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) Attachment and Trauma training: derby-direction-relational-classrooms-leaflet.pdf Hand Model of the Brain - Dr. Dan Siegel (drdansiegel.com) ELSA: About ELSA – ELSA Network St Chad's CofE Behaviour Policy: AS-Behaviour Policy Sep 24.pdf</p>	
<p>School Uniform Stock: £200 <u>Total: £200</u></p>	<p>Maslow's Hierarchy of Needs:</p>  <p>The diagram shows a pyramid with five levels. From top to bottom: 1. Self-actualization (orange): achieving one's full potential, including creative activities. 2. Esteem needs (blue): prestige and feeling of accomplishment. 3. Belongingness and love needs (yellow): intimate relationships, friends. 4. Safety needs (green): security, safety. 5. Physiological needs (purple): food, water, warmth, rest. To the right of the pyramid, labels indicate 'Self fulfillment needs' for the top level, 'Psychological needs' for the middle three levels, and 'Basic needs' for the bottom level.</p>	4
<p>Breakfast Currently paid for by a local business man.</p>		4
<p>Robust induction programme In depth inductions with all new parents</p>	<p>A robust, detailed induction pack for all parents (no matter when children start in the academic year): Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1-6
<p>Love Bears Resources: £250 <u>Total: £250</u></p>	<p>Providing children with a sense of belonging: Creating a Sense of Belonging for Children - ChildWatch</p>	1, 4, 5, 6
<p>Emergency fund for acute issues <u>Total: £3940</u></p>	<p>Based on our previous experiences and the increased in mobility we are experiencing, we have identified a need to set a small amount of funding aside to respond quickly to needs, not yet identified.</p>	1-6

Total budgeted cost: £ 108,040

Part B: Review of the previous academic year:

Outcomes for 2023-2024: Data is separated into categories for all children, all Forever St Chad's children, pupil premium children, and Forever St Chad's pupil premium children.

Reception		Year 1		Year 2	
C&L	All: 42%	Reading	All: 68%	Reading	All: 31%
	FSC: 48%		FSC: 61%		FSC: 69%
	PP: 29%		PP: 66%		PP: 27%
	FSC: 31%		FSC: 63%		FSC: 56%
PD	All: 45%	Writing	All: 55%	Writing	All: 33%
	FSC: 52%		FSC: 48%		FSC: 69%
	PP: 36%		PP: 48%		PP: 31%
	FSC: 38%		FSC: 47%		FSC: 67%
PSED	All: 45%	Maths	All: 61%	Maths	All: 36%
	FSC: 52%		FSC: 61%		FSC: 69%
	PP: 43%		PP: 55%		PP: 35%
	FSC: 46%		FSC: 63%		FSC: 67%
GLD	All: 42%	Phonics	All: 65%	Phonics	All: 82%
	FSC: 48%		FSC: 61%		FSC: 100%
	PP: 36%		PP: 66%		
	FSC: 38%		FSC: 63%		

*FSC: Forever St Chad's children (children who have been with us since the start of Reception).

Year 2 RWM Combined Data: All PP 31% FSC PP 56%

Attendance PP/ Non-PP Comparison 2023-2024:

FSM6			All	R	Year 1	Year 2
FSM6	73	School	89.9%	88.0%	91.6%	89.1%
		FFT National	91.8%	90.2%	91.4%	92.0%
		Difference	-1.9%	-2.2%	+0.2%	-2.9%
			All	R	Year 1	Year 2
Not FSM6	65	School	93.8%	93.0%	96.4%	92.9%
		FFT National	95.2%	94.1%	95.0%	95.4%
		Difference	-1.4%	-1.1%	+1.4%	-2.5%

Improvement on last year's FSM6 88.2%; improvement across all year groups with a 3% increase in Year 1
The gap between PP and non-PP still exists within the attendance data. All of these families have received support, and we have followed the attendance policy consistently. Many of these families have received School Early Help. Targeted families have been identified for September 2024, so that this support is ongoing and not just taking place when these families get to 93% or below. Parents are aware of the new attendance legislation.

Quality First Teaching.

We have been relentless in our pursuit of raising attendance across the school. This year, we secured additional hours for our Family Support Worker, enabling her to focus on this critical area and serve as a familiar, friendly face for families needing support. Despite these efforts, we have observed an increase in Leave of Absence (LOA) requests, and the gap in attendance between PP and non-PP children still exists. All families within this gap have received targeted support, and we have consistently adhered to our Attendance Policy. Many of these families have also been referred to School Early Help, ensuring a robust network of interventions. Looking ahead, we have identified these families for continued support into the next academic year, ensuring our interventions are proactive rather than reactive and begin before attendance dips to 94% or below. A key focus for the 2024-2025 School Development Plan is for all staff to complete the Inclusive Attendance training. It is essential that our attendance policy and practices remain relational, building trust and fostering positive partnerships with families to improve attendance outcomes for all pupils.

The implementation of *Colourful Semantics* has positively impacted writing outcomes across the school. We have further closed the gap between disadvantaged (PP) and non-disadvantaged children (see above for outcomes). Staff have received high-quality CPD, and feedback indicates an increase in confidence when teaching writing. Consistent resources are available across all classes, ensuring teachers are well-equipped to deliver effective writing instruction in all year groups. The subject leader has actively monitored the implementation and its impact, with observations highlighting positive outcomes. Staff feedback sessions and moderation activities confirm that assessments are accurate and aligned with pupil progress. This now needs further time to be embedded across school, and further monitoring to take place.

The *Little Wandle Phonics* programme is being effectively implemented across the school in all year groups. Monitoring confirms that the school demonstrates fidelity to this DfE-validated scheme. Reading books are carefully aligned with the phonics phase in which children are working, ensuring appropriate progression. A designated teaching assistant has completed specialised training to deliver *Rapid Catch-Up* sessions, which are having a positive impact; this is evidenced by the 100% pass rate for Year 2 phonics retakes this year (see above for a further breakdown of outcomes). Fortnightly staff briefings provide a platform to efficiently and effectively address any queries or challenges, supporting consistent delivery of the programme.

Within Mathematics, our progression grid now clearly identifies key vocabulary for each strand of mathematics within each year group, ensuring a consistent and structured approach to language development in maths. In EYFS, a dedicated book spine has been introduced, providing a clear and progressive framework for teaching mathematics in Reception. This initiative supports teachers in unpicking key learning objectives and explicitly teaching the vocabulary needed for mathematical understanding, fostering strong foundations for future learning. Following on from this year, we now need to confirm consistency across school and ensure the 'St Chad's Non-Negotiables' are implanted in all classes. *Data outcomes show that the gap has narrowed between disadvantaged and non-disadvantaged (1% difference).*

Our *Nurture Through Nature* provision is thriving, with all classes participating in termly Forest School sessions and Reception children accessing these sessions every half term. This year, we have trained a member of staff as a Level 3 Forest School practitioner, enabling us to increase the number of sessions delivered each week and further embed outdoor learning into our curriculum. The school has also built a dedicated bank of Forest School resources, reducing barriers to participation and ensuring all children can benefit from these valuable experiences. Sessions continue to be of high quality, supported by the expertise of both the trained staff member and an experienced external practitioner. Pupil voice feedback highlights that 100% of children said they enjoyed their Forest School sessions. Reasons included, "It's fun," "I get to spend time with my friends," and "I love minibeast hunts." These sessions have had a notable positive impact on children's wellbeing, with parents increasingly recognising their value and benefits. We are continuing to purchase external support to deliver our high-quality Forest School sessions; are in the process of creating a spirituality area on our school field; and developing an Eco-Club.

We have increased school excursions this year by revising our Educational Visits Policy, making it easier for children to participate in local trips while still adhering to health and safety regulations and risk assessments. This year, children have visited various local sites, including the park, library, Florence Nightingale statue, places of worship, Derby Theatre, and a local supermarket. These visits have enhanced students' learning about the local area, providing valuable 'hands-on' experiences that support cultural capital development by broadening children's understanding of their community and the world around them. In addition to local visits, children also had the opportunity to visit Cleethorpes and welcomed visitors to the school, such as PCSOs, Bart Gee, and The History Van. These experiences contribute to the rich cultural capital of our pupils, helping to shape their social, historical, and cultural awareness. To ensure that all children can participate, the school partially covers the costs of these trips and offers individual payment plans if required.

Targeted Support.

Employing two teaching assistants to provide interventions across both key stages has been vital to the progress children have made in phonics and reading (*see outcomes above*). Our Reading TA leads sessions for children in EYFS, helping them read aloud and practise early phonics skills. Meanwhile, our KS1 Intervention TA delivers targeted small-group rapid-catch up and keep-up groups, directly contributing to improved phonics outcomes. Interventions are timely, well-organised, and consistently monitored. Registers are maintained to track progress and are cross-referenced with attendance, ensuring that every child receives the support they need to succeed. In 2023-2024, 74% of children in receipt of pupil premium accessed an after-school club. Due to staffing constraints, we were unable to offer our full range of after-school clubs, but those that were available continued to be incredibly popular. Our progressive sports interventions provide valuable opportunities for children to engage in sport, develop teamwork, and improve communication and language skills. These activities not only promote physical health but also support social and emotional development. This academic year we will be able to return to providing our full range of After-School Clubs.

Wider Strategies.

Our Pastoral Team works tirelessly to support our families, playing a vital role in ensuring they feel safe and trust us to provide the help they need. Last year, 35 families received early help from school, highlighting the critical nature of this work. Our Welfare Officer, now a trained ELSA, delivers weekly Emotional Literacy sessions to children, helping them develop essential emotional skills. In addition, nurture sessions are provided to support children with self-regulation, enabling them to access teaching and learning more effectively. However, there is a growing need for additional time and resources to meet the increasing demand for this provision.

Our Family Support Worker builds positive, nurturing relationships with families, which are instrumental in the success of our Inclusive Attendance Policy. She meets regularly with families to identify and address barriers to attendance, providing tailored support. For example, she has assisted families in navigating school admissions when they have children attending multiple schools across the city and has supported them in registering with dentists to improve oral health, which directly impacts attendance. Additionally, she has established a strong partnership with the local library, ensuring that all children receive a library card upon joining the school. She has also organised valuable oral health workshops for both parents and children, further extending her impact on family well-being.

There have been many positives this academic year. We have 6 families who were below 87% last academic year and started to drop to 90% in Autumn term. They are all now above 96%. We have seen changes with some of our persistently late families who now attend school on time. Attendance has been shared at our 'Welcome to Reception' workshop so that families hear the message from the very beginning. Having low numbers in September last year has resulted in children starting sporadically throughout the year. For example, some of our PA children have in fact only had 2 days off school but did not start until May. Our school uniform shop continues to be regularly accessed by a variety of families, highlighting its importance within our community. It is essential that we maintain a fully stocked inventory with a wide range of sizes to ensure all children have access to the uniform they need. In addition to the uniform shop, our food bank—funded entirely through generous donations—provides crucial support to families in need. Both initiatives are vital in reducing barriers to education and ensuring our children and their families feel supported and cared for within our school community.

Our close partnership with NCAT remains essential to the make-up of our school, playing a fundamental role in fostering strong home-school relationships. We continue to have our dedicated translator, Alena, supporting our school for two mornings and one full day each week. Alena provides invaluable assistance during safeguarding meetings, induction meetings, parent workshops, parents' evenings, attendance meetings, and on the school gate. The support offered by NCAT enhances communication and understanding with our diverse community, ensuring parents feel included, informed, and confident in engaging with school life. This partnership is integral to maintaining the strong and inclusive home-school relationships that are central to our ethos at St Chad's.

The continuation of our LOVE Bears continues to be incredibly popular, and supported many children with their 'school readiness'. The Love Bears help children learn to model our school values from the very start of their school journey. They now also support with home learning and reading, children enjoy sharing their home reading video through reading to their LOVE bear.

Last year, our switch from Breakfast Bagels to cereal has been incredibly popular with the children. This change fosters independence as children serve themselves cereal and milk, while also providing an opportunity for social interaction and conversation over a meal. The take-up of our free breakfast service has been high, highlighting the importance and need for this provision. It ensures that all children start their school day feeling nourished, ready to learn, and not hungry.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider