

Pupil premium strategy statement

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	St Chrysostom's C of E Primary School
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Fran Dean (HOS)
Pupil premium lead	Eleri Humphreys
Governor / Trustee lead	Tayo Adebowale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,880
Recovery premium funding allocation this academic year	£20,155
School Led Tutoring	£18,001
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	£236,036

Part A: Pupil premium strategy plan

Statement of intent

Our Federation Vision

The Governing Body and entire staff team believe that it is a privilege to educate and nurture the children in our schools. Through the establishment of high expectations of behaviour and academic excellence the school aims to prepare children for their future at high school and for life.

Our vision starts with the high expectation that all children have potential talents that require a safe learning environment where learners boldly attempt new challenges and take risks with confidence. Our educational teams across the schools and age ranges are passionate about children's literature and engendering a love of reading and learning. The importance of the Arts within the curriculum is part of our vision to provide a rich, creative and experiential sequence of learning for all children in a school environment that promotes respect and tolerance.

We are proud to be two closely aligned Church of England primary schools who serve the local community where we value all children and the role of the parents to support a love of lifelong learning.

Addressing Disadvantage through Respect and Inclusion

At the SJC Federation, the '*Celebration of Diversity*' and the ambitious '*Aspirations*' we hold for all pupils, are written into our curriculum intention through our four cornerstones. We are an inclusive federation, where respect is a core value: '*Respect Yourself, Respect Others, Respect Property*' are our school rules. As such, we believe that it is vital for our disadvantaged and vulnerable pupils to mingle, unidentified. We have therefore deliberately chosen an approach in which those disadvantaged pupils, who are eligible for the Pupil Premium Grant, access an inclusive, broad and balanced curriculum through quality first teaching alongside their peers.

Our strategy focuses on the development of an effective and financially sustainable staffing structure, and the recruitment, deployment and continuous professional development of exceptional educators – leaders, teachers and teaching assistants. We adopt evidence-based pedagogies and resources, which enable us to provide an outstanding standard of education for all pupils through quality-first whole class teaching approaches, alongside high-impact targeted interventions for those eligible for the Pupil Premium Grant.

We aim to improve the educational outcomes for our disadvantaged pupils; close the attainment gap between them and their peers; and ensure that they are extremely well prepared for the next stage in their education and their future lives as British citizens. In this way, we are addressing social disadvantage at our inner-city schools.

Challenges

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

Challenge number	Detail of challenge
1	In-school barrier-Families live in an area of high deprivation and some children have a narrow sphere of experience.
2	In-school barrier- Significant language barriers result from high numbers of EAL (63%) and a wide variety of pupil nationalities. Higher-level language acquisition (required to access KS2 National Curriculum) for Non-EAL pupils is affected by a lack of wider life experiences.
3	In-school barrier- High mobility results in PP children arriving after EYFS and therefore missing the essential foundations of education.
4	Increase in numbers of refugees and asylum seekers within locality that require specific support within the English Education System and accessing appropriate funding/agencies.
5	External barrier- Parental language barriers and cultural differences in educational expectations can make it more difficult for parents to support academic achievement at home. Access to the technology to support remote home learning is a challenge in some families.
6	Catch-up programme – school Led Tutoring and NTP

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
EYFS	PP children are KS1 ready.
Narrow the gap between Pupil Premium and Non-Pupil Premium attainment in KS1	PP achieve as well as non PP children in core subjects in KS1.
Targeted interventions for all year groups including INA	Accelerated progress for children in receipt of interventions and other targeted support.
Ensure PP children achieve exceptionally well at KS2 in Reading, Writing and Maths	PP children are secondary ready and meet age related expectations in Reading, Writing, Maths combined.
Ensure challenge for the more able	Greater proportions of PP children achieve GD.
Increased engagement with home learning	Parents to encourage their children to participate in home learning especially with regards to reading daily.
Attendance-establish good attitudes to	Overall attendance for disadvantaged pupils

attendance and punctuality from EYFS	including EYFS is at/greater than 96%
Enrichment and increase in cultural capital	Maintain and increase access and participation in the wider curriculum.
Reduce the impact of mobility on PP outcomes	Transition procedures ensure all disadvantaged pupils new to the school are well supported and safeguarding procedures for those leaving the school are robust with all forwarding documentation in place.
Disadvantaged children to access intensive catch up support to reduce the learning gaps created from school closures	Accelerated progress for children in receipt of interventions and other targeted support alongside other initiatives such as NTP, especially in reading and maths.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £76,602

£5,000 training, £2,000 assessment, £33,288 recruitment of AHT Maths lead, £36,314 AHT Reading Lead.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuous Professional Development</p> <p>Use the PP funding to improve classroom pedagogy, delivery of targeted interventions and educational outcomes for eligible pupils.</p> <p>Senior and middle leaders to provide pedagogical training in:</p> <ul style="list-style-type: none"> • Speech & Language (SaLT) • Reading (Steps to Read & RWInc) • Maths – Power Maths scheme • Rise in mental health issues • ELKLAN training – using picture communication cards to support INAs and SEND. 	<p>Education Endowment Fund Mastery Learning=+5 months</p> <p>Education Endowment Fund Feedback + 8 months</p> <p>Education Endowment Fund Metacognition and Self-regulation + 7 months</p> <p>Education Endowment Fund Reading Comprehension Strategies + 6 months</p> <p>Education Endowment Fund Guidance – Preparing for Literacy</p> <p>Education Endowment Fund – Improving Literacy in KS1</p> <p>Validation of systematic synthetic phonics programmes: supporting guidance- Gov.uk</p>	<p>1, 2, 3</p> <p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> • 29% of pupils are eligible for the Pupil Premium Grant. • High numbers of EAL (63%) in the whole school. • Families live in an area of high deprivation and children lack experiences outside of school.
<p>TARGETED COACHING & MENTORING</p> <p>AHT for maths to deliver training for new maths scheme, Power Maths. <i>Power Maths is a DfE recommended scheme which embeds a problem-solving approach for all</i></p>	<p>Education Endowment Fund Oral Language Intervention = +5 months attainment.</p> <p>Education Endowment Fund Reading Comprehension Strategies = +6 months attainment.</p> <p>Education Endowment Fund Small Group tuition=+4 months</p>	<p>1, 2, 3</p> <p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> • Greater depths booster classes will be taking place after school in Year 6.

<p><i>pupils.</i></p> <p>Maths AHT to work with each year group and model lessons to improve practice. Deliver training sessions on challenging the greater depth children.</p> <p>AHT for reading to lead training sessions for teachers on the Steps-to-Read, whole class reading programme.</p> <p>SENCo will train staff on SaLT interventions with a focus on communication strategies using picture symbol cards.</p> <p>AHT, Laura Losada, to deliver weekly training to Early Career Teachers with a focus on Talk for Writing and reading.</p>		<ul style="list-style-type: none"> • 59% of our Pupil Premium children in KS2 met age related expectations for maths in 2023 and 27% of KS2 achieved greater depth.
<p>EYFS-COMMUNICATION, SPEECH & LANGUAGE-</p> <p>WELLCOMM interventions are timetabled daily and are non-negotiable. Training for new staff and ECTs to be delivered by AHTs.</p> <p>A Five a Day story strategy to continue in the EYFS timetable. <i>Children hear the same story up to 5 times a day. As a result, children have begun to acquire the language their 5 a Day book – its grammar, syntax and vocabulary.</i> All ECTs and new staff to receive training from AHTs.</p> <p>Quality first interactions Blank level questioning AHTs new staff</p>	<p>Education Endowment Fund Oral language interventions +5 months</p> <p>Education Endowment Fund Early Years interventions +5 months</p> <p>Education Endowment Fund Guidance – Preparing for Literacy</p>	<p>1, 2</p> <p>Why does this approach meet the needs of our EYFS children?</p> <ul style="list-style-type: none"> • 31% of children in Nursery are EAL. • 45% of children Reception are EAL.

<p>EYFS-EARLY WRITING</p> <p>Refresh Talk for Writing (T4W) training and CPD opportunities, particularly for new staff and ECTs.</p> <p><i>T4W is a curriculum programme for raising standards of writing. It makes extensive use of classroom talk to help children become familiar with a range of text genres.</i></p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</p> <p>Education Endowment Fund Early Years interventions +5 months</p>	<p>1, 2, 3</p> <p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> • 68% of Reception children met the writing specific learning goal (IDS 2023). • 60% of PP Reception children met the Prime Learning Goals (IDS 2023). • 60% of EAL Reception children met the Prime Learning Goals (IDS 2023).
<p>EYFS- EARLY READING</p> <p>Teachers and TAs to receive training (October 2023) and coaching to follow the RWInc programme and precision teach to pupils on a daily basis (Fast track phonics).</p> <p>Children have access to high quality texts displayed throughout classroom learning areas.</p> <p>Through targeted intervention ensure that pupils who fall behind are supported to catch up quickly through WELL-COMM and Fast Track Phonics Tutoring.</p> <p>Reading for pleasure</p>	<p>Education Endowment Fund Early Years interventions=+5 months</p> <p>Education Endowment Fund Guidance – Preparing for Literacy</p> <p>Education Endowment Fund – Improving Literacy in KS1 Validation of systematic synthetic phonics programmes: supporting guidance- Gov.uk</p>	<p>1, 2, 3</p> <p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> • In 2023, Communication and language was met by 70% of children in Reception (IDS 2023).

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

Budgeted cost:

£172,613 - 25% of TA overall cost

£23,000 National Tutoring programme

£10,000 recruitment of unqualified teacher (interventions and cover).

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EVERYDAY CLASSROOM CONDITIONS</p> <p>Classroom TAs are employed to enable 'split-provision' model of teaching to be used in Reading, Writing and Maths lessons.</p> <p>TAs to attend Power maths, writing and reading training sessions to ensure they are proficient in teaching small groups of identified learners.</p> <p>Provide sufficient time for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p>	<p>Education Endowment Fund Small group work = +4 months attainment.</p> <p>Education Endowment Fund 1:1 Tuition = +5 months attainment.</p> <p>Education Endowment Fund Reading comprehension strategies + 6 months</p> <p>Education Endowment Fund Phonics + 4 months</p>	<p>2, 3, 5</p> <p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> - 48% of children in KS1 met age related expectations in writing (IDS 2023). - 33% of PP children in KS1 met age related expectations in writing (IDS 2023).
<p>WHOLE CLASS READING/READING FOR PLEASURE</p> <p>Whole class reading (Steps to Read) programme to continue in Y2 -Y6. AHT to train ECT and new staff in the federation's expectations.</p>	<p>Education Endowment Fund Reading comprehension strategies + 6 months</p>	<p>1, 2, 3</p> <p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> - 56% of PP children in KS1 met age related expectations in reading (IDS 2023). - 46% of PP children in KS2 met age

<p>Staff to promote 'reading for pleasure' environment at all times.</p> <p>See Myself and bilingual books</p> <p>Spring 2 Refugee focus for all classes</p> <p>Reading interventions to support targeted PPG children in Years 1-6. Fast track phonics and Fresh Start in KS2.</p>		<p>related expectations in reading (IDS 2023).</p>																																									
<p>STRUCTURED INTERVENTIONS OUT OF CLASS</p> <p>Analysis of a range of data enables children to be accurately targeted for high-quality afternoon interventions delivered by teaching assistants.</p> <p>Sessions (20–50mins), occur regularly (3–5 times per week).</p> <p>TAs closely follow the plan and structure of the intervention.</p> <p>SENCO and AHTs to lead training on:</p> <ul style="list-style-type: none"> - Precision teaching - RWI fast track phonics - Reading explorers 	<p>Education Endowment Fund 1:1 Tuition = +5 months attainment.</p> <p><i>One to one tuition can be effective, providing approximately five additional months' progress on average.</i></p> <p>Education Endowment Fund Phonics + 4 months (RWI 1:1 Tuition)</p>	<table border="1"> <thead> <tr> <th data-bbox="898 752 1050 819">Reading</th> <th data-bbox="1050 752 1201 819">Writing</th> <th data-bbox="1201 752 1353 819">Maths</th> <th data-bbox="1353 752 1505 819">Nurture</th> </tr> </thead> <tbody> <tr> <td data-bbox="898 819 1050 875">Gladiators</td> <td data-bbox="1050 819 1201 875">Feedback and editing</td> <td data-bbox="1201 819 1353 875">Arithmetic</td> <td data-bbox="1353 819 1505 875">Lego therapy</td> </tr> <tr> <td data-bbox="898 875 1050 943">Fast Track Tutoring-RWI</td> <td data-bbox="1050 875 1201 943">Handwriting</td> <td data-bbox="1201 875 1353 943">Precision Times Tables</td> <td data-bbox="1353 875 1505 943">Resolve</td> </tr> <tr> <td data-bbox="898 943 1050 1055">Guided Reading lessons</td> <td data-bbox="1050 943 1201 1055">Precision teaching (spellings)</td> <td data-bbox="1201 943 1353 1055" rowspan="2">Same Day Intervention (address misconceptions)</td> <td data-bbox="1353 943 1505 1055" rowspan="2">Nurture group</td> </tr> <tr> <td data-bbox="898 1055 1050 1122">Pre-teach</td> <td data-bbox="1050 1055 1201 1122">Write dance (EYFS)</td> </tr> <tr> <td data-bbox="898 1122 1050 1189">1:1 Reading Teaching</td> <td data-bbox="1050 1122 1201 1189"></td> <td data-bbox="1201 1122 1353 1189"></td> <td data-bbox="1353 1122 1505 1189"></td> </tr> <tr> <td data-bbox="898 1189 1050 1256">Better Reading Partnerships</td> <td data-bbox="1050 1189 1201 1256"></td> <td data-bbox="1201 1189 1353 1256"></td> <td data-bbox="1353 1189 1505 1256"></td> </tr> <tr> <td data-bbox="898 1256 1050 1323">Fresh Start</td> <td data-bbox="1050 1256 1201 1323"></td> <td data-bbox="1201 1256 1353 1323"></td> <td data-bbox="1353 1256 1505 1323"></td> </tr> <tr> <td data-bbox="898 1323 1050 1391">Reading Explorers</td> <td data-bbox="1050 1323 1201 1391"></td> <td data-bbox="1201 1323 1353 1391"></td> <td data-bbox="1353 1323 1505 1391"></td> </tr> <tr> <td data-bbox="898 1391 1050 1458">Precision Word Reading</td> <td data-bbox="1050 1391 1201 1458"></td> <td data-bbox="1201 1391 1353 1458"></td> <td data-bbox="1353 1391 1505 1458"></td> </tr> </tbody> </table> <p>Current interventions:</p> <p>Year 6:</p> <ul style="list-style-type: none"> - 1:1 reader - Greater depth maths - reading gladiators greater depth - Arithmetic group for borderline children - Pre-Teach reading - Small group work for border line and Greater depth children in reading, writing and maths - SEN groups in reading, writing and maths - Monday after school Maths Boosters <p>Year 5:</p> <ul style="list-style-type: none"> - 1:1 readers/group reading - Reading Explorers - Pre-read group 				Reading	Writing	Maths	Nurture	Gladiators	Feedback and editing	Arithmetic	Lego therapy	Fast Track Tutoring-RWI	Handwriting	Precision Times Tables	Resolve	Guided Reading lessons	Precision teaching (spellings)	Same Day Intervention (address misconceptions)	Nurture group	Pre-teach	Write dance (EYFS)	1:1 Reading Teaching				Better Reading Partnerships				Fresh Start				Reading Explorers				Precision Word Reading			
Reading	Writing	Maths	Nurture																																								
Gladiators	Feedback and editing	Arithmetic	Lego therapy																																								
Fast Track Tutoring-RWI	Handwriting	Precision Times Tables	Resolve																																								
Guided Reading lessons	Precision teaching (spellings)	Same Day Intervention (address misconceptions)	Nurture group																																								
Pre-teach	Write dance (EYFS)																																										
1:1 Reading Teaching																																											
Better Reading Partnerships																																											
Fresh Start																																											
Reading Explorers																																											
Precision Word Reading																																											

		<p>-Monday after school Maths Boosters</p> <p>Year 4:</p> <ul style="list-style-type: none"> -1:1 readers/group reading - Reading explorers -Maths misconception catch-up (Afternoons) -Monday after school Maths Boosters -Pre-Teach reading -times tables - handwriting group <p>Year 3:</p> <ul style="list-style-type: none"> -Daily reading - Support groups for lower ability children in reading, writing and maths -RWI fast track phonics -Maths misconception catch-up (Afternoons) -Pre-Teaching <p>Year 2:</p> <ul style="list-style-type: none"> -RWI fast track phonics -Pre- teach reading group -1:1 reading - confidence group - Maths misconception catch-up (Afternoons) <p>Year 1-</p> <ul style="list-style-type: none"> -Fix its from morning lessons 1:1 readers RWI fast track phonics <p>EYFS:</p> <ul style="list-style-type: none"> --Write dance -Daily readers -SALT intervention -RWI fast track phonics -Wellcomm
--	--	---

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

Budgeted cost:

- £10,000 Trips for PP
- £8,000 free uniform

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enriched Education</p> <p><i>How we will use the PPG to enrich the curriculum and address the wider needs of eligible</i></p>	<p>Education Endowment Fund- outdoor adventure learning +4 months</p>	<p>1, 4,</p> <p>Why does this approach meet the needs of our children?</p> <p>Attendance of PP children is 95%</p>

<p>pupils?</p> <p>Year 6 will attend Conway in September. The PPG children have not been fully funded by the PPG grant.</p> <p>Other year groups will take trips and receive visitors to enrich the children's learning, as City Living is one of our Cornerstones.</p>		<p>(Arbor, November 2023).</p>
<p>National Tutoring Programme</p> <p>NTP is here to support pupils who have been impacted by due to the pandemic.</p> <p>NTP teaches maths to small groups of children identified in Years 3 & 4 (November 2023).</p>	<p>https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/</p>	<p>6</p>
<p>CLUBS WITH SPECIALIST TEACHERS</p> <p>Little Sports</p> <p>Little Sports provide high quality sport provision and extra-curricular sport clubs to children in the school.</p> <p>Some disadvantaged and vulnerable PP children will attend the Little Sports holiday club (3</p>	<p>Education Endowment Fund Physical activity = + 1 month</p>	<p>1, 4</p> <p>Why does this approach meet the needs of our children?</p> <ul style="list-style-type: none"> • Many of our Pupil Premium children do not have the opportunity to explore their interests and talents, particularly in pursuits that bear a financial burden to parents. • These clubs will enable all children, even those for whom academic achievement is challenging, to experience success. • Our families are confident in the safety of their children when attending clubs in school.

<p>weeks), at no cost to parents.</p>		
<p>PARENTAL ENGAGEMENT</p> <p>Parents play a crucial role in supporting their children's learning.</p> <p>We will have meet the teacher, McMillian Coffee Mornings, parents evenings in person, maths workshops, handwriting workshop and reading café events.</p> <p>Letters and key school information to be translated by a member of staff in main languages.</p>	<p>Education Endowment Fund- Parental engagement +3 months</p>	<p>5</p>
<p>ATTENDANCE</p> <p>Target disadvantaged families to improve attendance and punctuality above national average of 93.7% (November 2023).</p> <p>SLT will monitor attendance termly.</p> <p>Rewards will be given to the class and children with the best attendance.</p>	<p>https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</p> <p>Advice from the National Strategies (hosted on the National Archives) says that:</p> <ul style="list-style-type: none"> • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years 	<p>1,</p> <p>Attendance of FSM children is 95% (Arbor, November 2023).</p>

Total budgeted cost: £300,215

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 2022 to 2023 academic year.

Manchester Integrated Data Set 2023: Reception: GLD 59% Year 1: phonics 72% Year 2: reading 68%, writing 48%, maths 73% Year 6: reading 61%, writing 60%, maths 69%

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
Power Maths	

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.