

# Pupil premium impact statement 2022/23 - Part B: Review of outcomes in the previous academic year

This statement details the impact of our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we allocated the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview (2022/23)

Detail	Data
School name	<b><i>Cheadle Catholic Junior School</i></b>
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	4.4%
Date this statement was published	October 2022* (Ratified by Governing Board October 2022)
Date on which it will be reviewed	July 2023
Statement authorised by	Rachel Fender
Pupil premium lead	Helen Bird
Governor lead	Elizabeth Bowens

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,995
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£35,995</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*At Cheadle Catholic Junior School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to prepare them academically, socially, morally, and spiritually for a lifelong learning journey.*

*We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.*

*Our ultimate objectives are to:*

- *Remove barriers to learning created by poverty, family circumstance and background*
- *Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally*
- *Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum*
- *Develop confidence in their ability to communicate effectively in a wide range of contexts*
- *Enable pupils to look after their social and emotional wellbeing and to develop resilience.*
- *Access a wide range of opportunities to develop their knowledge and understanding of the world*

## Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment (gap between peers is evident)
2	Reduced access to texts for Reading for pleasure
3	Access to technology and educational materials
4	Low self-esteem/self-confidence/resilience
5	Limited enrichment and cultural capital opportunities

## Context 2022/23

Whole School Overview	Total	%
Whole School	360	100
Boys	183	50.8%
Girls	177	49.2%
Pupil Premium	16	4.4%
FSM	13	3.6%
SEND	27	7.5%
EHCP	8	2.2%
EAL	38	11%
Living in 25% most deprived areas	30	8%

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. To develop pupils fluency in Reading, including those most disadvantaged	Confident fluent reading of texts
2. To accelerate the progress of PP children in Reading, Writing and Maths	Progress of PP children is at least in-line with non-PP children
3. To provide equal access to quality IT learning resources	Children fully access TTRS, Spelling Shed and Seesaw resources
4. To enhance children's resilience, independence and self-esteem	Improved Rosenberg Self-Esteem scale scores Children's engagement and participation in activities
5. To enhance equality of opportunity for enrichment activities	PP children all accessing trips/visits and being given wider curriculum opportunities

## Activity in this academic year


This statement details the impact of our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.



All activities are linked to strategies and research from The Education Endowment Foundation :

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

## Teaching

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact Review July 2023 GREEN – EMBEDDED AMBER – DEVELOPING RED – TO DEVELOP								
Daily Whole Class Reading <ul style="list-style-type: none"><li>Book purchase</li><li>Staff INSET</li><li>Training</li><li>Subject Leader Release</li><li>Access to library texts</li></ul>	<b>EEF Toolkit</b> and evidence of best practice - <b>Reading Comprehension Strategies</b> (Average impact +6 months) The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1 & 2	Reading Spine created and embedded for all year groups supporting Whole Class Reading. <a href="#">Reading Spine</a> Purchase of 6 key texts for each year group plus additional books to extend and support. <div><div>Spring 2 – The Guggenheim Mystery</div><div><table><tr><td>Series Count</td><td>750</td></tr><tr><td>Text type</td><td>Fiction</td></tr><tr><td>Key concept</td><td>Family, siblings</td></tr><tr><td>Links</td><td>New York</td></tr></table></div></div>	Series Count	750	Text type	Fiction	Key concept	Family, siblings	Links	New York
Series Count	750										
Text type	Fiction										
Key concept	Family, siblings										
Links	New York										
Inviting and Stimulating	Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text		KS2 Outcomes in Reading (all pupils)								

Reading Corners in every class	features are likely to be particularly useful when reading expository or information texts.		<p>90% EXS 40% GDS</p> <p><b>KS2 Outcomes in Reading</b> (PP pupils) 71% EXS 43% GDS</p> <p>Buy back to Cheshire Library service provided.</p> <p>Reading corners created - Pupil Voice identifies passion and enthusiasm for reading.</p>	 
Cover to release curriculum leaders	Continual improvement of the quality of the curriculum through lesson observation, book scrutiny and pupil voice	1, 2	English lead led book studies, pupil voice activities and planning sessions.	

## Targeted academic support

Budgeted cost: £ 6,000


Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact Review July 2023
<i>Additional Targeted support and with MS teacher</i>  Structured interventions for maths <b>£3,964</b>	<b>EEF Toolkit – Small Group Tuition</b> Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1 & 2	High levels of attainment and progress across the school (from starting point). Targeted interventions based 'keep up not catch up' model - <a href="#">Teaching &amp; Learning Strategy</a>
	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted.	2	<b>KS2 Outcomes in Maths (all pupils)</b> 92% EXS 50% GDS
Access to IT in order to support shared home/ school support programmes <b>£2,000</b>	All disadvantaged children have an Ipad that they can access curriculum enhancement programmes on	3	Use of devices to support Maths fluency and recall using TTRockstars and Hit the Button  <b>KS2 Outcomes in Maths (Disadvantaged pupils)</b> 86% EXS 33% GDS



## Wider strategies

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact Review July 2023



<p><i>Children access Y6 children's Residential Visit to outward bounds centre</i> <b>£1,500</b></p>	<p><b>EEF toolkit – Collaborative Learning Approaches</b> The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p> <p><b>EEF Toolkit – Outdoor adventure Learning</b> Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	<p>4 &amp; 5</p>	<p>All disadvantaged children attended the 3 day residential Pupil Voice detailed a very positive response, increased independence and self-confidence All disadvantaged Pupils were fully supported in attending the following trips to support the curriculum:</p> <p>Year 3 - Knowsley Safari Park – Habitats and conservation Year 4 – Chester – Life as a Roman soldier Year 5 – Jodrell Bank – Understanding of space and the solar system</p> 
<p><i>Children to access funded school trips</i> <b>£320</b></p>	<p><b>EEF Toolkit – Arts Participation</b> Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><b>EEF Toolkit – Physical Activity</b> The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p>		
<p><i>Children supported by well-being practitioner</i> <b>£6638</b></p>	<p><b>EEF Toolkit – Social and Emotional Development</b> Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>4 &amp; 5</p>	<p><b>Weekly scheduled support sessions for pupils using art therapy, ELSA and counselling</b> <b>Ad hoc/ responsive sessions</b> <b>Liaison and support for parents and carers</b></p>

<p><i>Musical instrument Tuition in all classes</i></p> <p><b>£7860</b></p>	<p>Every child should have the opportunity to learn to play an instrument</p>	<p>5</p>	<p>All classes received 1.5 terms of musical instrument tuition:</p> <p>Y3 – Recorder</p> <p>Y4 – Trumpet/ French horn or trombone</p> <p>Y5 – Clarinet</p> <p>Y6 – Drums</p>  <p><b>Music provision to continue 2023/24</b></p>
<p>Forest Schools – Building and developing outside classroom and Forest School area</p> <p>Forest School 1 day per week (2.5 terms)</p> <p>2.5 terms x 1 day a week</p>	<p><b>EEF Toolkit – Outdoor adventure Learning</b></p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p><b>EEF – Metacognition and self-regulation</b></p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	<p>5</p>	



<p>Forest school Lead Teacher <b>£7,500</b></p> <p>Materials <b>£5,000</b></p>		<p>Forest schools area created and sessions led focussing upon resilience, teamwork, Geog – fieldwork and Science – minibeasts/ habitats and classification</p> <p>Forest Schools to continue into 2023/24 academic year</p> <div data-bbox="1144 528 2145 1101">  </div>
--	--	---

**Total budgeted cost: £** £35,282 (£713 surplus)