

Pupil premium strategy statement 2023/24

This statement details 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 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	<i>Cheadle Catholic Junior School</i>
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	4.4%
Date this statement was published	Ratified by governing board Nov 23
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
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	£35,995

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

Whole School Overview		
	Total	%
Whole School	359	100
Boys	183	50.9%
Girls	176	49%
Pupil Premium	17	4.7%
FSM	17	3.6%
SEND	43	11.9%
EHCP	9	2.5%
EAL	45	12.5%
Living in 25% most deprived areas	23	6.4%

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 – 2023/24

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

All activities are linked to strategies and research from The Education Endowment Foundation : <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Teaching and Targeted academic support 23/24

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teacher Release for Assessment</i> £800	EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (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. 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 features are likely to be particularly useful when reading expository or information texts. EEF Toolkit – Small Group Tuition 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
	Pupils' historical attainment and new pupils to school have gaps in their learning that need to be identified and effectively targeted.	2
Word Shark site licence £300	All disadvantaged children have an Ipad that they can access curriculum enhancement programmes on	3
Number Shark site licence £300		
Fluency reading purchases	EEF Toolkit – Reading	1 & 2

£1400 Reading Theatre staff training £1500 Cheshire Library Service £4000	The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts	
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Wider strategies 23/24

Budgeted cost: £ 28,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Children access Y6 children's Residential Visit to outward bounds centre</i> £1,000	EEF toolkit – Collaborative Learning Approaches 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. EEF Toolkit – Outdoor adventure Learning 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.	4 & 5
<i>Children to access funded school trips</i> £500 <i>Transport to events</i> £600	EEF Toolkit – Arts Participation Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF Toolkit – Physical Activity 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.	
<i>Children supported by well-being practitioner</i> £6638	EEF Toolkit – Social and Emotional Development 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.	4 & 5
<i>Musical instrument Tuition in all classes</i> £7860	Every child should have the opportunity to learn to play an instrument	5
Forest Schools –	EEF Toolkit – Outdoor adventure Learning	5

3 terms x 1 day a week Forest school Lead Teacher £9,500 All weather clothing £2,000 Tools £1,000	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. EEF – Metacognition and self-regulation 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.	
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Total budgeted cost: £ 36,698