



Pupil premium strategy statement

Chadwell St Mary Primary School

School overview

Detail	Data
School name	Chadwell St Mary Primary
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	40.9% 2021-22 39.7% 2022-23 41.8% 2023-24
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021 (previously published in September using the first version of the form issued by the DfE in June 2021) Reviewed and revised August 2023 Reviewed and revised August 2024
Date on which it will be reviewed	August 2024
Statement authorised by	Christina Pumfrey Head Teacher
Pupil premium lead	Kelly Moorcraft Head of School
Governor / Trustee lead	Vivian Northall - Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,325 2021-22 £ 114,955 2022-23 £ 125,130 2023-24
Recovery premium funding allocation this academic year	£ 13,340 2021-22 £ 12,035 2022-23 £ 0 2023-24
Pupil premium funding carried forward from previous	£0
Total budget for this academic year	£125,130

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and attain well in all subjects and aspects of school life. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve in line with their non-disadvantaged peers.

Quality first teaching is central to our plan and provision: we know from research that a lack of QFT has the biggest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching good lessons every day is crucial. This is enhanced tutoring for those most affected by the pandemic (lockdowns, partial re-opening, Covid-related absence and requirements to self-isolate).

We are ensuring that disadvantaged children receive a high proportion of their teaching from the most qualified and effective teachers and are not routinely and largely taught by teaching assistants for the largest proportion of the day.

We are committed to targeting our interventions to combat the wider barriers to disadvantaged children's academic and wider success through bespoke programmes drawing a wide range of professionals and community services where this is possible.

Our strategy is focused on identifying what each child needs to be successful and achieve well and in order to do this we are:

- Adapting our foundation subject curriculum to better meet the needs of our pupils which will have a significant impact on our most vulnerable learners and those who are disadvantaged;
- Ensuring that the needs of children are identified through a range of mechanisms, including written assessment, observations of behavior, analysing a wide range of data sets available to us and speaking to the pupils and those that care for them;
- Regularly reviewing the progress and performance of all disadvantaged children to ensure that our approaches are impactful and those most needed at any given time;
- Ensuring disadvantaged pupils are challenged in the tasks and activities they receive in each teaching session;
- Ensuring that all staff take responsibility for disadvantaged pupils' outcomes
- Regularly reminding all staff of the need for high expectations of what all pupils, but especially those who are disadvantaged can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes in the core subjects and especially in writing</p> <p>Internal assessments indicate that all core attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The gap is wider in writing.</p> <p>On entry to Reception class in the last 3 years, between 75% and 93% of our disadvantaged pupils arrive below age-related expectations compared to 60% - 78% of other pupils.</p>
2	<p>Phonics</p> <p>Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Vocabulary and oral expression</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Engagement in wider activities and experience of the wider world</p> <p>Our observations and data analysis indicates that disadvantaged pupils are less likely to participate in paid activities occurring outside of school, are less likely to experience wider cultural events and families are less likely to access opportunities in the community such as "Festival of Culture".</p>
5	<p>Gaps in knowledge and understanding of curriculum content</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
6	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.45% and 4.19% lower than for non-disadvantaged pupils.</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
Improved attainment across the whole curriculum through the implementation of a new foundation subjects curriculum and revised pedagogical approach.	<p>Assessments and observations indicate significantly improved attainment across the foundation subjects curriculum among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>We are especially ambitious for our disadvantaged children and want to close the gap in outcomes between PP and other pupils completely by summer 2025 in all end of KS outcomes.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	End of KS2 reading and writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	End of KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to no more than 1.5%. • the percentage of PA for disadvantaged pupils being no more than 5% lower than their peers (taking into account the SEN multiple disadvantaged factor).

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: £76,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed Read, Write Inc as a new phonics programme in EYFS and KS1 through intensive training and support by a nationally recognised expert trainer- a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils but especially those who are disadvantaged.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>To further consolidate and fully embed the Talk for Writing approach introduced in 2021-22 so that the teaching of writing is consistent and effective across the school to ensure that gaps in knowledge are filled and quality first teaching is consistent across the whole school for every child.</p>	<p>Standardised tests linked to a carefully progressive curriculum 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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2
<p>To continue to develop a range of initiatives to ensure that children are reading widely and for pleasure:</p> <ul style="list-style-type: none"> • reading ambassadors - they would be year 5/6 pupils who would hear younger children read during an appropriate time during the week. (1 TA to oversee) • HT and DHT to read to EYFS pupils at least once every 1/2 term • Guest readers for assemblies and end of the day reading • Reading nook (an area of the school set up specifically to celebrate reading with a comfortable seating space) 	<p>Research shows that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,5

<ul style="list-style-type: none"> Outdoor reading area. 		
<p>To further develop the offer of master classes working with the other primaries in our Trust to increase the % of PP children achieving at GDS. This is in conjunction with The Brilliant Club offer which will ensure at least 50% of pupils enrolled are PP.</p> <p>To trial Wonder Classes in 2023-4 to expand the exciting life experiences of PP children.</p>	<p>Our master class approach draws on EEF research on the impact of the small group tuition which is four additional months' progress, on average, over the course of a year. We will use this approach to target the accelerated progress of more able PP pupils.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. The variability in findings suggests two things. First, the quality of the teaching in small groups may be as, or more important than, the precise group size (there is evidence of the benefits of staff professional development on pupil outcomes). Second, it is important to evaluate the effectiveness of different arrangements, as the specific subject matter being taught and composition of the groups may influence outcomes. Given the uncertainty and the lower cost, small group tuition may be a sensible approach to trial before considering to one to one tuition.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,3,5
<p>Further develop and embed a "News" project which will be used by all class teachers regularly to develop language skills and wider understanding of the world. This will directly impact on reading outcomes at the end of KS2.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>We are continuing to develop the "maths for mastery", with subject lead and HoS focused on monitoring adaptation, split starters/ input and explicit challenge.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1, 5

	Improving Mathematics in Key Stages 2 and 3	
There will be a continued focused effort to improve children's times tables knowledge through rigorous chanting of time tables daily and the use of Times Tables Rock Stars following an improvement in 2022-23.		1, 5

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

Budgeted cost: £34,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
In years 1-6 establish tightly targeted intervention groups for reading, writing and maths interventions for disadvantaged pupils falling behind age-related expectations in phonics/R, W and M	<p>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 and in small groups.</p> <p>For tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3, 5
Implement and refine the R, W Inc 1-2-1 phonics teaching and Fresh Start sessions for children who are not meeting the standard at each assessment point	As above.	1,2,3,5
Senior leadership teaching in target year groups on a daily basis to provide high quality teaching and targeted support for those who are not yet ARE.	Tuition can be expensive to deliver, particularly when delivered by teachers however, we recognise that there is a need for teachers to teach the most vulnerable learners most of the time.	1,2,5

This also sets the tone and highlights the agenda of the importance of our impact on disadvantaged children.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
To use sport and PE to engage those PP children who are disaffected through additional PE teacher mentoring and support (where relationships are already positive and trust established).	Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves. We recognise the impact this has had previously especially on our most disadvantaged and vulnerable learners. Physical activity EEF (educationendowmentfoundation.org.uk) Summer schools EEF (educationendowmentfoundation.org.uk)	6

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

Budgeted cost: **£14,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The cultural capital offer is targeted to ensure good engagement/take up by PP children. This includes Trail Blazer (Royal Opera House), trips and clubs offer free after school.</p> <p>Trial and develop Wonder Classes to offer exciting experiences for PP pupils and to develop curiosity and knowledge about life.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	4,6
<p>Increasing the opportunities for wider competitive sports and clubs ensuring that PP children are invited and encouraged to participate/attend through careful tracking and strategically offering clubs to meet PP pupils' interests.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4,6
<p>Positive activities for 6 weeks of the school holiday periods offered free of charge to PP children,</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4,6
<p>To continue to implement the DfE's 'Working together to improve school</p>	<p>The DfE guidance has been informed by engagement with</p>	6

<p>attendance', which will be in place from September 2022. This will involve time for staff to develop and implement forensic procedures and to be robust with the LA regarding cases that have been referred in line with the new DfE guidance on managing attendance.</p>	<p>schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Half termly whole staff focus on PP pupils to review current position and revise actions/approaches as needed.</p>	<p>Keeping staff regularly focused on the priority has a significant impact on the outcomes for disadvantaged children.</p> <p>Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,5</p>
<p>Contingency fund for acute issues eg transportation for vulnerable children to access education opportunities.</p>	<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>	

Total budgeted cost: £125,130

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 and external assessments during 2022/23 indicate that our strategy has had a clear demonstrable impact during this past year of implementation. The strategy and its actions have been revised in light of the analysis of these outcomes and are outlined in the document sections above.

The majority of our disadvantaged children have made good progress during 2022-23 due to the QFT and targeted interventions. The summary table below reflects this.

Progress Sept 2022-July 2023

Year	EXP and better than EXP %			Better than EXP %		
	R	W	M	R	W	M
1 all	90.0%	60.0%	83.0%	26.7%	16.7%	36.7%
1 PP	100%	83.3%	91.7%	58.3%	41.7%	58.3%
2 all	51.6%	74.2%	58.1%	12.9%	12.9%	6.5%
2 PP	55.6%	88.9%	66.7%	22.2%	22.2%	11.1%
3 all	67.9%	64.3%	60.7%	39.3%	21.4%	32.1%
3 PP	81.8%	45.5%	72.7%	63.6%	18.2%	45.5%
4 all	73.3%	76.7%	80.0%	16.7%	23.3%	16.7%
4 PP	61.1%	66.7%	66.7%	16.7%	27.8%	16.7%
5 all	73.3%	83.3%	90%	16.7%	13.3%	30.0%
5 PP	73.3%	73.3%	86.7%	13.3%	20.0%	26.7%
6 all	90.0%	90.0%	91.1%	26.7%	26.7%	26.7%
6 PP	84.6%	92.3%	92.3%	46.2%	46.2%	53.8%





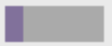





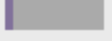
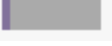




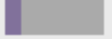

Our phonics and early reading strategy was reviewed in light of our phonics check data in 2021. In late summer 2022, we began to implement Read, Write Inc phonics and this has been a priority for us in 2022-23. This summer 86.7% of all pupils achieved the expected standard. 91.7% of our PP pupils achieved it. 100% of our year 2 PP children met the standard this year.

We have significantly closed the gap in reception with 81.8% of PP children achieving the GLD and 82.4% of other children doing the same. The targeting of GLD will remain a priority but we are proud of the huge progress made from on entry to reception by pupils through our provision.

Outcomes for KS1 have significantly improved with the difference in outcomes now being one pupil.





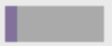





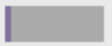







Year 2 Other Pupils

ASSESSMENTS

Subject	Level	Chadwell St Mary Primary School (2011)	Local Authority - Thurrock		NCER National	
		Value	Value	Gap	Value	Gap
Reading	≥EXS	78.3% 	73.1% 	+5.2%	72.6% 	+5.7%
	GDS	17.4% 	19.2% 	-1.8%	21.7% 	-4.3%
Writing	≥EXS	78.3% 	64.9% 	+13.4	64.8% 	+13.5
	GDS	17.4% 	9.6% 	+7.8%	9.7% 	+7.7%
Maths	≥EXS	82.6% 	73.8% 	+8.8%	74.8% 	+7.8%
	GDS	21.7% 	17.7% 	+4.0%	18.9% 	+2.8%

Year 2 PP pupils

ASSESSMENTS

Subject	Level	Chadwell St Mary Primary School (2011)	Local Authority - Thurrock		NCER National	
		Value	Value	Gap	Value	Gap
Reading	≥EXS	75.0% 	58.8% 	+16.2	54.0% 	+21.0
	GDS	0.0% 	12.5% 	-12.5%	9.1% 	-9.1%
Writing	≥EXS	75.0% 	48.8% 	+26.2	44.6% 	+30.4
	GDS	0.0% 	6.4% 	-6.4%	3.4% 	-3.4%
Maths	≥EXS	75.0% 	61.7% 	+13.3	56.0% 	+19.0
	GDS	0.0% 	10.7% 	-10.7%	7.8% 	-7.8%

Through our targeted teaching and interventions of every kind, our disadvantaged children in year 6 made exceptional progress from KS1.

Year 6 Other pupils 2023

ATTAINMENT & ASSESSMENTS

Subject	Level	Chadwell St Mary Primary School (2011)		Local Authority - Thurrock		NCER National	
		Value		Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	75.0%		67.6%	+7.4%	65.6%	+9.4%
	GDS/High	15.0%		11.3%	+3.7%	9.8%	+5.2%
Reading	≥Exp.Std.	85.0%		76.2%	+8.8%	77.6%	+7.4%
	High Score	25.0%		28.7%	-3.7%	33.6%	-8.6%
Writing (TA)	≥EXS	90.0%		81.5%	+8.5%	76.8%	+13.2
	GDS	25.0%		22.4%	+2.6%	16.0%	+9.0%
Maths (test)	≥Exp.Std.	80.0%		80.4%	-0.4%	78.5%	+1.5%
	High Score	25.0%		28.7%	-3.7%	28.2%	-3.2%

PROGRESS

Subject	Level	Chadwell St Mary Primary School (2011)		Local Authority - Thurrock		NCER National	
		Value		Value	Gap	Value	Gap
Reading	Avg. Prog.	1.58		-0.13	+1.71	0.39	+1.19
	Conf. Int.	±2.97 -1.39 to +4.55		±0.30 -0.43 to +0.17	n/a	±0.02 +0.37 to +0.41	n/a
Writing	Avg. Prog.	4.47		1.67	+2.80	0.32	+4.15
	Conf. Int.	±2.86 +1.61 to +7.33		±0.29 +1.38 to +1.96	n/a	±0.02 +0.30 to +0.34	n/a
Maths	Avg. Prog.	1.45		0.79	+0.66	0.45	+1.00
	Conf. Int.	±2.79 -1.34 to +4.24		±0.29 +0.50 to +1.08	n/a	±0.02 +0.43 to +0.47	n/a

Year 6 PP pupils 2023

Whilst the data for PP pupils is less good, the ten PP pupils includes to children with SEN who were disapplied from the tests and one newly arrived child who joined from overseas during the year. If these three children are removed from the data then the combined for PP is 71%

ATTAINMENT & ASSESSMENTS

Subject	Level	Chadwell St Mary Primary School (2011)	Local Authority - Thurrock		NCER National	
		Value	Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	50.0%	48.8%	+1.2%	44.1%	+5.9%
	GDS/High	0.0%	4.3%	-4.3%	3.2%	-3.2%
Reading	≥Exp.Std.	70.0%	61.8%	+8.2%	60.3%	+9.7%
	High Score	10.0%	16.5%	-6.5%	17.4%	-7.4%
Writing (TA)	≥EXS	60.0%	65.5%	-5.5%	58.3%	+1.7%
	GDS	10.0%	9.8%	+0.2%	6.6%	+3.4%
Maths (test)	≥Exp.Std.	50.0%	61.0%	-	59.0%	-9.0%
	High Score	0.0%	13.0%	-	12.8%	-

PROGRESS

Subject	Level	Chadwell St Mary Primary School (2011)	Local Authority - Thurrock		NCER National	
		Value	Value	Gap	Value	Gap
Reading	Avg. Prog.	0.31	-1.27	+1.58	-0.85	+1.16
	Conf. Int.	±4.19 -3.88 to +4.50	±0.49 -1.76 to -0.78	n/a	±0.03 -0.88 to -0.82	n/a
Writing	Avg. Prog.	3.52	0.37	+3.15	-0.66	+4.18
	Conf. Int.	±4.05 -0.53 to +7.57	±0.47 -0.10 to +0.84	n/a	±0.03 -0.69 to -0.63	n/a
Maths	Avg. Prog.	-2.97	-1.17	-1.80	-1.02	-1.95
	Conf. Int.	±3.95 -6.92 to +0.98	±0.46 -1.63 to -0.71	n/a	±0.03 -1.05 to -0.99	n/a

However, there is a gap between them and other children and we will seek to close this further during the duration of our strategy.

Our priority regarding attendance and persistent absence has had some success on an individual pupil level and this is documented in our case study-level data. However, this remains a clear and important priority for 2023-24 with the continued implementation of the DfE’s new ‘Working together to improve school attendance’, which has been in place since September 2022. From September, the EHT will take over the strategically leadership of attendance to add capacity to this priority area.

Cohort	Attendance %	Attendance %	% PA	% PA
	2021-22	2022-23	2021-22	2022-23
All	92.1	93.7	22.2	20.7
Other	93.3	95.2	14.8	16.4

PP	89.8	91.8	34.7	26.6	
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Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils are targeted before the offer is made to other children in order that we can ensure they have access to and are allocated clubs. This recognises that offer a lack of organisation in their family lives which can lead to missing deadlines and therefore being further disadvantaged.
- utilising a [DfE grant to train a senior mental health lead](#).