

Pupil premium strategy statement - St Chad's C.E. C Primary 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	271
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	27 th November 2025
Date on which it will be reviewed	26 th November 2026
Statement authorised by	Mrs J Brennan
Pupil premium lead	Mrs J Brennan
Governor / Trustee lead	Mrs Z Comley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£54,540

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those from low-income families, those with home environment challenges as well as other factors. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, as per our teacher's performance management criteria and ongoing CPD focus, with a spotlight on areas in which disadvantaged pupils and those with significant SEND require the most support. In our school, a large percentage of our PP pupils are also on our SEND register. A particular focus this year is to improve the attendance of this group to maximise the time spent in class.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified, using high quality evidence-based interventions
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

All disadvantaged pupils should also be able to take part in trips, residential and any other activities that may incur a cost by being supported to do so financially by the school. Our uniform policy also outlines the support in place for disadvantaged families.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, internal data, and pupil discussions indicate that underdeveloped oral language skills and vocabulary gaps remain a key area for improvement among many disadvantaged pupils. These gaps are evident from Nursery through to Key Stage 2 and are, in general, more prevalent among our disadvantaged pupils in the EYFS and KS1 compared to their peers.
2	Assessment data, observations, and pupil discussions suggest that disadvantaged pupils often experience greater difficulties with phonics than their peers. This impacts negatively on their early reading development, which is also reflected in our internal assessment data.
3	Internal data and observations highlight that the wellbeing of some of our most disadvantaged and vulnerable pupils affects their ability to engage with learning. Difficulties with emotional regulation and maintaining focus in class have been identified as barriers to progress for these pupils.
4	Attendance data shows that the lowest attendance rates are found among pupils who are both Pupil Premium and SEND, which further impacts their learning and attainment.

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
Improve oral language development and vocabulary acquisition for disadvantaged pupils across all phases.	<ul style="list-style-type: none"> • Reduction in identified vocabulary gaps across cohorts. • Improved attainment in reading and writing assessments. • Pupil voice and lesson observations reflect greater confidence and fluency in spoken language.
Strengthen phonics knowledge and early reading skills for disadvantaged pupils.	<ul style="list-style-type: none"> • Improved outcomes in phonics screening check for disadvantaged pupils. • Closing the attainment gap between disadvantaged and non-disadvantaged pupils in early reading.

	<ul style="list-style-type: none"> Increased pupil confidence and fluency in decoding and comprehension.
Improve emotional wellbeing and self-regulation for disadvantaged and vulnerable pupils.	<ul style="list-style-type: none"> Pupils demonstrate improved engagement and focus in lessons. Reduction in behaviour incidents linked to dysregulation. Improved pupil wellbeing measures (e.g. pupil voice, more Dojo points, gems in jar, school rewards).
Improve attendance rates for disadvantaged pupils, particularly those who are also SEND.	<ul style="list-style-type: none"> Reduced gap in attendance between disadvantaged pupils and their peers. Fewer persistent absentees within the PP/SEND cohort. Improved punctuality and school engagement.

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: **£12,179**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to The National College for high quality staff CPD on High Quality Teaching and Learning. £1,556	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	1 2 3 4

<p>One morning per week of HQT&L monitoring and coaching from the T&L lead</p> <p>£1,134</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF Metacognition and self-regulated learning.pdf</p> <p>We monitor teaching and learning and provide coaching to staff to ensure the best possible outcomes for pupils.</p>	<p>1 2 3 4</p>
<p>SEND HQT&L monitoring one morning per week by the SENDCO.</p> <p>£6,309</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF Metacognition and self-regulated learning.pdf</p> <p>We monitor the teaching and learning of our SEND pupils and provide coaching to staff to ensure the best possible outcomes for our SEND pupils.</p>	<p>1 2 3 4</p>
<p>Embed a whole-school oracy approach (Voice 21 framework) to develop pupils' spoken language across the curriculum.</p> <p>£567</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</p> <p>'Talk is a feature of every classroom and educational setting. Harnessed effectively for learning, it enhances cognition and improves outcomes.' https://oracyeducation-commission.co.uk/wp-content/uploads/2024/10/Future-of-Oracy-v23-web-13.pdf</p>	<p>1 2</p>
<p>Provide professional development for staff on modelling vocabulary, dialogic teaching, and scaffolding talk.</p> <p>(National College cost above)</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	<p>1 2</p>
<p>Increase opportunities for structured talk,</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</p>	<p>1</p>

debate, and reasoning across the curriculum. £567	'Talk is a feature of every classroom and educational setting. Harnessed effectively for learning, it enhances cognition and improves outcomes.' https://oracyeducation-commission.co.uk/wp-content/uploads/2024/10/Future-of-Oracy-v23-web-13.pdf	
Little Wandle Subscription and data tracking. £995	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. Data tracking helps us to identify pupils for our Little Wandle catch up groups.	1 2
Ensure systematic, synthetic phonics teaching is consistent and of high quality across EYFS and KS1. £1,051	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds.	1 2

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

Budgeted cost: **£24,251**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver targeted speech and language interventions (Stoke. Speaks Out) in EYFS and KS1, including	<i>EEF: Early Years Communication and Language Approaches +6 months</i>	1 2

structured small-group work. £1,935		
Deliver targeted small-group interventions for pupils at risk of falling behind in reading. £5,016	<i>EEF: Small Group Tuition +4 months</i>	2
Increase parental engagement through workshops and reading-at-home initiatives. £349	<i>EEF: Parental Engagement +4 months</i>	2
Librosoft subscription to track home reading for pupil groups to provide early intervention for those not engaging at home. £319	<i>EEF: Parental Engagement +4 months</i>	1 2
NFER Purchase of standardised diagnostic assessments to track progress and adapt support as needed. £2,750	<i>NFER assessments identify pupils who are falling behind the standard and allow staff to analyse where those gaps are in order to plan for timely interventions.</i>	2
TA in every class for group work / targeted support for academic work and wellbeing sessions £13,882	TAs in every class for small group work, wellbeing support and personal targets/in class support. The school is also making up the shortfall of the staffing line of the budget to cover the cost of TAs in every class.	1 2 3 4

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

Budgeted cost: **£18,110**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Implement data driven structured wellbeing and emotional regulation interventions. £14,254	<i>EEF: Social and Emotional Learning +4 months</i>	3 4
Strengthen family engagement to promote consistency between home and school. £364	<i>EEF: Parental Engagement +4 months</i>	3 4
Strengthen attendance monitoring and early intervention systems, using data to identify patterns. £977	<i>EEF: Parental Engagement +4 months</i>	3 4
Work with families to identify barriers and provide tailored support. £829	<i>EEF: Parental Engagement +4 months</i>	3 4
Supplementing trips to enable PP pupils to attend having a positive impact on wellbeing and peer relationships and communication skills/team building. Laches Wood £435 Standon Bowers £1,225	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3 4
Uniform contributions £26	School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation. Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. https://educationendowmentfoundation.org.uk/education-	3 4

	evidence/teaching-learning-toolkit/school-uniform	
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Total budgeted cost: £54,540

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Whole school data (Y1-6) expected standard

Maths 80% Reading 79% Writing 74%

Whole school PP data (Y1-6) expected standard (33 PP Pupils including 18 with SEND):

Maths 44% gap of 36% Reading 50% gap of 29% Writing 40% gap of 34%

Y6 PP data expected standard (4 PP Pupils, 3 of those are SEND)

Maths 25% Reading 50% Writing 0%

Y5 PP data expected standard (7 PP Pupils, 5 of those are SEND)

Maths 43% Reading 57% Writing 43%

Y4 PP data expected standard (5 PP Pupils, 2 of those are SEND)

Maths 40% Reading 40% Writing 40%

Y3 PP data expected standard (9 PP Pupils, 4 of those are SEND)

Maths 55% Reading 55% Writing 55%

Y2 PP data expected standard (5 PP Pupils, 4 of those are SEND)

Maths 20% Reading 20% Writing 20%

Y1 PP data expected standard (2 PP Pupils, 0 of those are SEND)

Maths 100% Reading 100% Writing 100%

EYFS (6 PP Pupils, 0 of those are SEND)

Communication and language 83%

Literacy 83%

Maths 100%

GLD 83%

Attendance

Whole school attendance: 95.75%

PP attendance: 95.59%

Data from tests and assessments indicate that the progress and attainment of the school's disadvantaged pupils in 2024/25 has remained broadly consistent, with modest percentage increases observed across all three core areas. Targeted interventions have had a positive impact on pupil performance, with all pupils demonstrating progress and some achieving accelerated progress. However, the rate of progress is not yet sufficient for disadvantaged pupils to meet age-related expectations. Outcomes in reading, writing and mathematics remain broadly comparable, with writing continuing to be the lowest-performing area.

46% of our disadvantaged and Pupil Premium pupils (Reception to Year 6) are currently on the SEND register and present with complex educational needs. These pupils have comprehensive support plans in place, and assessment data demonstrates that they are making progress towards their personalised targets. When SEND pupils are removed from the overall PP cohort data, the attainment of the remaining Pupil Premium pupils exceeds the whole-school average.

Our data indicates that a significant proportion of our disadvantaged pupils continue to benefit from targeted pastoral support. In response, we have increased the hours of our Pastoral Lead this year and introduced both a nurture group and a physical intervention group to support pupils with social and emotional needs. We have also ensured that the Pastoral Lead has accessed training in a wide range of evidence-based interventions, including Lego Therapy.

Although the number of pupils requiring pastoral interventions has risen, our data demonstrates that pupils are meeting their intervention targets and are successfully transitioning off support following a focused six-week programme. This is due to notable improvements in pupils' focus, attention, self-regulation and behaviour both in and beyond the classroom.

Pupil Premium attendance remains strong overall. However, further analysis has identified a trend of lower attendance among pupils who are both Pupil Premium and

SEND. As a result, this has been included as a priority within next year's Pupil Premium strategy, with a focus on early identification and targeted intervention.

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

Further information (optional)

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