# Pupil Premium Strategy Statement 2025/26

**I can do all things through Him who strengthens me. Philippians 4:13**

CDAT
Chester Diocesan Academies Trust

December 2025

Version 1

## Contents

This statement details our school's use of pupil premium (and recovery 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 | 50 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers | ● 2023/24 <br> ● 2024/25 <br> ● 2025/26 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Rebecca Hadfield |
| Pupil premium lead | Rebecca Hadfield |
| Governor / Trustee lead | Lynsey Needham |

# Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £20,725 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £20,725 |

# Part A: Pupil premium strategy plan

## Statement of intent

In line with our core Christian values and inspired by the Church of England's vision for education, our ultimate objective for all pupils is for them to experience "life in all its fullness" (John 10:10). As with their peers, we aim for our children from disadvantaged backgrounds to be confident and aspirational who have a love of learning and a passion for serving the community. We articulate this through our school mission as articulated in Philippians 4:13, "I can do all things through Him who strengthens me".

Our pupil premium strategy works towards that by developing both their learning (knowledge and skills) and their capability to access learning (opportunities for enrichment as well as basic, practical tools needed for that). The strategy is based on three key principles:

1. Children need to be in the 'right place' emotionally and physically to be able to learn.
2. Knowledge and skills are key components of learning, and those components are subject specific.
3. To be effective, teachers need to develop their expertise in terms of pedagogy, subject knowledge and, increasingly, child development.

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.

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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Bosley St. Mary's original strategy, published in 2021, identified four key challenges facing disadvantaged pupils. These were:

1. Lack of basic skills in mathematics
2. Under-developed oracy skills and comprehension in reading
3. Limited opportunities to access enriching experiences
4. Children are not sufficiently prepared physically for the school day

Following extensive review progress and outcomes, these challenges have been further refined so that pupil premium monies can be targeted more effectively. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Assessments and observations suggest disadvantaged pupils generally have gaps in their understanding of basic number skills which is adversely affecting their attainment in mathematics. This challenge becomes more pronounced as children progress through their academic career. |
| 2 | Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers in Reception and Key Stage 1. |
| 3 | Internal assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Disadvantaged pupils have been further impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. |
| 4 | Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Disadvantaged pupils have been further impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. |
| 5 | Pupil Premium pupils are often limited in their wider experiences and participation in activities outside school including sports activities, participation in community groups and visiting other areas of interest. |
| 6 | Observations have demonstrated that, post-Covid, many children continue to have little resilience to school-work and friendships. Referrals for therapeutic support (specifically play therapy) remain high. |

## 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 |
|---|---|
| To close the attainment gap in mathematics by improving disadvantaged pupils' understanding of basic number skills throughout their academic career. | <ul><li>Improved fluency in basic number skills, including addition, subtraction, multiplication, and division.</li><li>Increased confidence in applying basic number skills to solve mathematical problems.</li><li>Deeper understanding of mathematical concepts related to basic number skills.</li><li>Consistent progress in mathematical attainment, narrowing the gap with non-disadvantaged peers.</li></ul> |
| To improve phonics skills among disadvantaged pupils in Reception and Key Stage 1, bringing them in line with their peers. | <ul><li>Accurate decoding and pronunciation of a range of phonemes and graphemes.</li><li>Improved phonemic awareness and the ability to blend and segment sounds.</li><li>Increased fluency in reading and spelling words using phonics knowledge.</li><li>Age-appropriate reading and writing outcomes in phonics assessments.</li></ul> |
| To raise reading attainment for disadvantaged pupils, narrowing the gap with non-disadvantaged pupils, particularly in light of the impact of partial school closures. | <ul><li>Accelerated progress in reading comprehension, demonstrating improved understanding of texts.</li><li>Development of a wider vocabulary and use of appropriate reading strategies to enhance comprehension skills.</li><li>Engagement in independent reading and a love for reading.</li><li>Reading outcomes that are on par with non-disadvantaged peers.</li></ul> |
| To improve writing attainment for disadvantaged pupils, narrowing the gap with non-disadvantaged pupils, particularly in light of the | <ul><li>Improved writing skills, including grammar, punctuation, and sentence structure.</li><li>Effective organisation of ideas and production of coherent and well-structured written pieces.</li></ul> |

| Intended outcome | Success criteria |
|---|---|
| impact of partial school closures. | <ul><li>Use of a wider range of vocabulary and language features to enhance writing.</li><li>Writing outcomes that are comparable to those of non-disadvantaged peers.</li></ul> |
| To provide opportunities for Pupil Premium pupils to engage in a wide range of extracurricular activities, including sports, community groups, and visits to enhance their experiences outside of school. | <ul><li>Access to a diverse range of extracurricular activities, including sports clubs, arts and culture groups, and community initiatives.</li><li>Actively participate in extracurricular activities, fostering their personal interests and talents.</li><li>Benefit from the social and emotional development opportunities provided by extracurricular activities, including building relationships, teamwork, and leadership skills.</li><li>Equal opportunities to engage in extracurricular activities, ensuring that financial barriers do not restrict their participation.</li></ul> |
| To enhance children's resilience to school-work and friendships post-Covid resulting in improved emotional well-being. | <ul><li>Increased engagement and participation of pupils in forest school activities, leading to improved well-being, resilience, and connection with nature.</li><li>Enhanced emotional well-being and reduced referrals for therapeutic support as a result of implementing play therapy and other appropriate interventions.</li><li>Effective training and support provided to the senior mental health lead, enabling them to develop and implement a holistic approach to mental health and well-being across the school.</li><li>Improved outcomes for pupils' mental health and well-being, evidenced by reduced levels of stress, improved coping strategies, and positive feedback from pupils, staff, and parents.</li></ul> |

## 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: £5,922

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Professional development (PD) in writing, phonics, reading and mathematics for all teaching staff. | EEF Guidance Report: Effective Professional Development | 1, 2, 3, 4 |
| First4Maths Academy- Mathematics scheme of work with supporting PD | EEF Guidance Reports:<br><br>• Improving Mathematics in Early Years and Key Stage 1 Maths<br>• Improving Mathematics in Key Stage 2 and 3<br><br>EEF Guidance Report: Effective Professional Development<br><br>DfE Reducing Workload Toolkit<br><br>• Choosing high quality resources | 1 |
| Read Write Inc Phonics - structured synthetic phonics programme with supporting PD | EEF Toolkit - Phonics<br><br>EEF Improving Literacy in KS1 - Recommendations:<br><br>• Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills<br>• Effectively implement a systematic phonics programme | 2,3 |

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| | • Teach pupils to use strategies for developing and monitoring their reading comprehension<br><br>EEF Guidance Report: Effective Professional Development<br><br>DfE Reducing Workload Toolkit<br><br>• Choosing high quality resources | |
| Accelerated Reader - Comprehension and reading assessment | EEF Improving Literacy in KS1 - Recommendations:<br><br>• Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills<br>• Teach pupils to use strategies for developing and monitoring their reading comprehension<br>• Use high-quality information about pupils' current capabilities to select the best next steps for teaching<br><br>EEF Improving Literacy in KS2 - Recommendations:<br><br>• Support pupils to develop fluent reading capabilities<br>• Teach reading comprehension strategies through modelling and supported practice<br>• Target teaching and support by accurately assessing pupil needs<br><br>EEF Using Digital Technology to Improve Learning | 3, 4 |

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

Budgeted cost: £1236

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| TTRS and Numbots - structured mathematics intervention | EEF Guidance Report: Improving Mathematics in Early Years and Key Stage 1 Maths. Recommendations:<br><br>• Use high quality targeted support to help all children learn mathematics<br><br>EEF Guidance Report: Improving Mathematics in Key Stage 2 and 3. Recommendations<br><br>• Use high quality targeted support to help all children learn mathematics<br>• Use assessment to build on pupils' existing knowledge and understanding<br>• Use tasks and resources to challenge and support pupils' mathematics<br><br>EEF Using Digital Technology to Improve Learning | 1, 6 |
| Nessy - structured reading and spelling intervention | EEF Improving Literacy in KS2 - Recommendations:<br><br>• Support pupils to develop fluent reading capabilities<br>• Teach reading comprehension strategies through modelling and supported practice<br>• Target teaching and support by accurately assessing pupil needs<br>• Use high quality structured interventions to help pupils who are struggling with their literacy | 2, 3, 6 |

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| | EEF [Using Digital Technology to Improve Learning](#) | |
| Access to the Education Library Service | EEF [Improving Literacy in KS1](#) - Recommendations: <br><br> • Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling <br> • Use high-quality information about pupils' current capabilities to select the best next steps for teaching <br><br> EEF [Improving Literacy in KS2](#) - Recommendations: <br><br> • Develop pupils' transcription and sentence construction skills through extensive practice <br> • Target teaching and support by accurately assessing pupil needs <br><br> EEF [Using Digital Technology to Improve Learning](#) | 2,3,4,6 |

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

Budgeted cost: £13,565

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Funding for residential and school trip attendance for PP children (50% of the cost) | Evidence from EEF Toolkit:<br><br>• Arts participation<br>• Physical activity<br><br>Learning Away project:<br><br>• Impact of residential experiences on pupils' learning, achievement and wellbeing. | 5, 6 |
| Funding for PP children to attend breakfast and/ or after-school clubs.  This also includes a small amount for the provision of one school jumper. | Evidence from EEF Toolkit:<br><br>• Arts participation<br>• Physical activity<br>• Breakfast provision | 5, 6 |
| Provision of therapeutic support through Senior Mental Health Lead (not funded by PP) and Play Therapy | Evidence from EEF Toolkit:<br><br>• Social and Emotional Learning | 6 |
| Targeted nurture support through forest school provision | Evidence from EEF Toolkit:<br><br>• Social and Emotional Learning | 6 |
| My HappyMind - Social and Emotional Learning | Evidence from EEF Toolkit:<br><br>• Social and Emotional Learning | 6 |
| Contingency fund for acute issues | Based on our experiences, we have identified the need to set aside a | All |

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| | small amount of funding to respond to needs not yet identified | |
|---|---|---|

**Total budgeted cost: £20,725**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Our experience continues to show that targeted, well-timed support for small groups of pupils has the greatest impact on progress. Interventions are most effective where they are closely informed by class teachers' professional judgement, based on day-to-day knowledge of pupils' needs, rather than solely on summative outcomes.

There has been notable improvement in writing outcomes by the end of Key Stage 2, reflecting sustained investment in staff development, curriculum redesign, and structured intervention. While further work is required to embed consistency and close remaining gaps, particularly for pupils with additional needs, the overall direction of travel in writing is positive.

In phonics and early reading, outcomes have also improved as a result of strengthened teaching approaches and more responsive intervention. Gaps remain for some pupils, particularly those with SEND, and cohorts remain small, but progress over time indicates that strategies are increasingly effective.

Alongside academic support, continued investment in wellbeing, emotional regulation, and pastoral provision has had a positive impact. This is reflected in improving attendance for Pupil Premium pupils, increased engagement in learning, and greater readiness to access the curriculum. Feedback from pupils, families and staff highlights the value of this work in supporting both learning and behaviour.

Overall, while attainment gaps persist, particularly within small and complex cohorts, progress, engagement and attendance trends are encouraging. The school remains committed to refining its approach, building on what is working well, and ensuring that Pupil Premium funding continues to be used strategically to remove barriers to learning and support pupils to thrive.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme | Provider |
|---|---|
| N/A | N/A |

## Service pupil premium funding

| How our service pupil premium allocation was spent last academic year |
|---|
| N/A |
| **The impact of that spending on service pupil premium eligible pupils** |
| N/A |

## Further information

We work with Cheshire East Council to provide food vouchers for our FSM children during the school holidays.

We work with the CEP (Congleton Education Partnership) to provide free holiday club activities for our FSM children.

Training of a Senior Mental Health lead is provided through DfE funding, not pupil premium.

We are part of our local maths and English hubs.