

# Pupil premium strategy statement – St Chad’s RC Primary School 2025-2026

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	193
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	
Pupil premium lead	D Malcolm
Governor / Trustee lead	C Maymon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£146,570

# Part A: Pupil premium strategy plan

## Statement of intent

At St Chad's RC Primary, we believe every child can become a confident communicator, reader, and writer. Our Pupil Premium strategy for 2025–26 focuses on ensuring that all disadvantaged pupils — including those with EAL and additional vulnerabilities — achieve strong outcomes in writing and communication from the earliest stages of learning.

We recognise that the foundations for literacy are built through spoken language, vocabulary, and structured talk. Therefore, this year we are prioritising early language development in EYFS and oracy across the curriculum to raise standards in writing and overall attainment.

Our approach continues to be evidence-informed and responsive, underpinned by robust diagnostic assessment. High-quality teaching remains at the heart of our strategy, supported by targeted interventions and whole-school professional development.

We aim to:

- Accelerate writing attainment through explicit instruction, feedback, and opportunities for extended writing across the curriculum.
- Develop pupils' spoken language and vocabulary, ensuring that disadvantaged and EAL learners gain the language skills to access and articulate learning effectively.
- Sustain improvements in attendance and parental engagement so that pupils are consistently present and supported to thrive.

## Challenges

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

Challenge number	Detail of challenge
1. Writing attainment and progress across the school	Writing outcomes remain below those for reading and maths. Disadvantaged pupils, particularly boys and those with EAL, show weaker sentence structure, vocabulary, and transcription skills. Work scrutiny, teacher assessment, and moderation show slower progress in writing composition.
2. Early communication and language	Many pupils start school with limited expressive and receptive language skills, affecting phonological awareness, vocabulary, and comprehension.

on entry to EYFS	Baseline data, WellComm screening, and teacher observations highlight below age-related starting points in language and communication.
3. Limited oracy and speaking confidence across key stages	<p>Some pupils lack the confidence and structured talk skills to articulate ideas clearly, which affects reasoning, writing, and classroom participation.</p> <p>Lesson observations, pupil voice, and assessment data show that structured talk and vocabulary development are inconsistent across classes.</p>
4. Attendance and persistent absence among disadvantaged pupils	<p>Attendance for disadvantaged pupils is below the national average, with a small group of pupils persistently absent or arriving late.</p> <p>School attendance tracking data and pastoral records show attendance gaps and irregular engagement for identified pupils.</p>
5. Parental engagement and home learning consistency	<p>While parental engagement has improved, some families still find it difficult to support reading and writing at home, especially where English is an additional language.</p> <p>Workshop attendance records, home learning logs, and survey feedback show inconsistent engagement across year groups.</p>
6. Limited life experiences and cultural capital	<p>Many disadvantaged pupils have limited access to enrichment opportunities beyond school, affecting their background knowledge, vocabulary, and aspiration.</p> <p>Pupil voice and writing samples demonstrate gaps in contextual understanding and experiential knowledge needed for writing tasks and curriculum knowledge.</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 and progress in writing across all year groups:	The percentage of disadvantaged pupils achieving expected standards in writing increases by [insert %]. The gap with non-disadvantaged peers narrows by at least [insert %]. Progress measures show accelerated improvement, especially for boys and EAL pupils.
Enhanced early language and vocabulary development in EYFS.	Baseline and end-of-year assessments show [insert %] of disadvantaged pupils

	reach age-related expectations in communication and language. WellComm tracking evidences improved expressive and receptive language.
Stronger oracy and spoken language skills across the school.	Lesson observations and pupil voice show pupils increasingly articulate ideas using subject-specific vocabulary. Writing outcomes show improved sentence structure, cohesion, and vocabulary use.
Improved attendance and reduction in persistent absence.	Disadvantaged pupil attendance rises to at least 97% and the attendance gap with non-disadvantaged peers is below 2%. Persistent absence among disadvantaged pupils reduces by 2%
Increased parental engagement in supporting learning at home	At least 80% of targeted parents attend or engage with workshops and family learning sessions. Surveys show 80% of parents feel confident supporting writing and reading at home.
Sustained access to enrichment and cultural capital opportunities.	100% of disadvantaged pupils participate in at least one enrichment or cultural activity each term. Pupil voice reflects improved confidence, aspiration, and enjoyment of learning.

## 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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD on effective writing instruction.	EEF Toolkit: Writing Instruction (+6 months); Feedback (+8 months) — High-quality, consistent teaching of writing has the strongest impact on attainment for disadvantaged pupils.	1
Implementation of a structured writing progression model across the curriculum.	DfE English KS1–2 guidance (2023) — Explicit grammar and compositional teaching improves outcomes for lower attainers.	1
Oracy across the curriculum training.	EEF: Oral Language Interventions (+5 months); Oracy in Practice (2024) — Spoken language underpins reading comprehension and writing development.	2, 3
EYFS communication and language development screening.	EEF Early Years Toolkit: Communication and Language (+6 months) — Early identification of language delay prevents later literacy gaps.	2
Professional learning communities (PLCs) for writing moderation and coaching	EEF CPD Review (2023) — Collaborative professional development raises teaching quality.	1

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

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted writing intervention groups in KS1-2	EEF: Small Group Tuition (+4 months); Writing Interventions (+6 months).	1
1:1 and small-group tutoring in reading and writing	EEF: One-to-One Tuition (+5 months)	1
EYFS early communication intervention	EEF Early Years Toolkit: Communication and Language (+6 months).	2
Oracy Booster Groups for EAL and reluctant speakers	EEF Toolkit: Oral Language Interventions (+5 months).	3
Parent-child writing and reading workshops	EEF Toolkit: Parental Engagement (+5 months).	1,5

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced attendance tracking and early intervention	DfE Guidance: Working Together to Improve School Attendance (2024).	4
Whole-school wellbeing and enrichment programme	EEF Toolkit: Arts Participation (+2 months); Physical Activity (+1 month).	4,6
Cultural capital and curriculum-linked enrichment events	Pupils' writing and engagement improve when linked to lived experiences.	6
Parent Learning Hub – workshops and translated resources	Parental Engagement (+4–5 months).	5
Contingency fund for emerging needs (e.g., uniform, therapy, transport).	School evidence shows responsive provision supports attendance and wellbeing.	6

**Total budgeted cost: £ [147,000]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Area of Focus (2024–25)	Impact Statement
EYFS Language Development	66% of disadvantaged pupils achieved a Good Level of Development (in line with the previous year).
Reading & Phonics	87% of disadvantaged pupils met the expected standard in the Phonics Screening Check (↑ from 60% in 2024). Overall score for phonics was 77%, meaning disadvantaged pupils achieve better overall.
Writing Attainment	90% of disadvantaged pupils met expected standards in writing (↑ from 80% in 2024). Work scrutiny and assessment data show improved vocabulary, sentence control, and composition.
Mathematics Attainment	71% met expected standards (↑ from 53% in 2024); 85% of disadvantaged pupils achieved expected standard.
Oracy & Vocabulary	Lesson observations showed improved participation and language confidence.
Attendance	Attendance for disadvantaged pupils improved from [7.08% in 2024] to [5.46% in 2025]; persistent absence reduced from [23.08%] to [7.01%].
Wider Enrichment & Wellbeing	100% of disadvantaged pupils participated in enrichment activities; pupil voice showed improvement in confidence and engagement.



## 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)

### Analysis of What Worked Well

- Early language interventions (WellComm) provided a strong foundation for later literacy; EYFS outcomes improved steadily.
- Whole-school phonics and reading consistency ensured continuity of progress from EYFS to KS1.
- Oracy and talk-rich classrooms led to measurable improvements in vocabulary and sentence fluency.
- Staff CPD on feedback strengthened quality first teaching.

### Areas for Further Improvement

- Writing remains below the national expectation for a small number of disadvantaged pupils, particularly boys and EAL learners.
- Attendance, while improving, continues to affect a small persistent-absence group.
- Parental engagement should focus more on sustaining home reading and writing routines.

### Next Steps for 2025–26

- Deepen focus on writing attainment through explicit instruction and feedback.
- Embed oracy strategies across all subjects to support language-rich classrooms.
- Extend early language screening and targeted EYFS interventions.
- Strengthen attendance strategy and targeted family support.
- Continue developing parental partnerships to sustain learning at home.