

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 (3-year plans are recommended – you must still publish an updated statement each academic year)	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 <i>(enter £0 if not applicable)</i>	£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>	£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 — sustain strong outcomes by the end of Key Stage 2 while accelerating progress earlier in the school particularly 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	<p>Writing outcomes remain weaker than reading and maths earlier in the school, particularly for disadvantaged boys and pupils with EAL, despite strong outcomes by the end of Key Stage 2. Disadvantaged pupils, particularly boys and those with EAL, show weaker sentence structure, vocabulary, and transcription skills.</p> <p>Work scrutiny, teacher assessment, and moderation show slower progress in writing composition.</p>

2. Early communication and language on entry to EYFS	Many pupils start school with limited expressive and receptive language skills, affecting phonological awareness, vocabulary, and comprehension. 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	Some pupils lack the confidence and structured talk skills to articulate ideas clearly, which affects reasoning, writing, and classroom participation. Lesson observations, pupil voice, and assessment data show that structured talk and vocabulary development are inconsistent across classes.
4. Attendance and persistent absence among disadvantaged pupils	Although attendance for disadvantaged pupils has improved significantly and is now in line with or above local averages, a small group of pupils continue to drive persistent absence. School attendance tracking data and pastoral records show attendance gaps and irregular engagement for identified pupils.
5. Parental engagement and home learning consistency	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. Workshop attendance records, home learning logs, and survey feedback show inconsistent engagement across year groups.
6. Limited life experiences and cultural capital	Many disadvantaged pupils have limited access to enrichment opportunities beyond school, affecting their background knowledge, vocabulary, and aspiration. Pupil voice and writing samples demonstrate gaps in contextual understanding and experiential knowledge needed for writing tasks and curriculum knowledge.

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
Disadvantaged pupils make strong and sustained progress in writing across the school, with earlier gaps closing while strong end-of-Key-Stage 2 outcomes are maintained.	By the end of Key Stage 2, disadvantaged pupils continue to achieve at or above national disadvantaged averages, and strong compared to Manchester averages

	<p>In EYFS and KS1, the proportion of disadvantaged pupils working at age-related expectations in writing increases year-on-year.</p> <p>The attainment gap in writing between disadvantaged and non-disadvantaged pupils narrows in early year groups, as evidenced through teacher assessment, moderation and work scrutiny.</p> <p>Writing shows clear improvements in sentence structure, vocabulary choice, transcription and composition, particularly for disadvantaged boys and pupils with EAL.</p>
<p>Disadvantaged pupils develop secure communication and language foundations in EYFS, enabling improved access to phonics, reading and writing.</p>	<p>WellComm and baseline assessments show accelerated progress for disadvantaged pupils from starting points on entry.</p> <p>An increasing proportion of disadvantaged pupils achieve age-related expectations in communication and language by the end of Reception.</p> <p>Disadvantaged pupils' GLD outcomes remain at least in line with local averages and continue to move towards national expectations over time.</p> <p>Staff observations and assessments show improved expressive language, listening skills and vocabulary use.</p>
<p>Disadvantaged pupils develop confidence, vocabulary and structured talk skills that support learning, reasoning and writing across the curriculum.</p>	<p>Lesson observations and learning walks show consistent use of structured talk, sentence stems and vocabulary scaffolds across subjects.</p> <p>Pupil voice demonstrates increased confidence in explaining ideas, answering questions and engaging in discussion.</p> <p>Writing outcomes show improved sentence fluency, cohesion and subject-specific vocabulary, particularly for disadvantaged and EAL pupils.</p> <p>Teachers report increased participation and reduced reliance on adult prompting for disadvantaged pupils.</p>

<p>Attendance for disadvantaged pupils continues to improve, with persistent absence reduced further through targeted pastoral and early help support.</p>	<p>Attendance for disadvantaged pupils remains in line with or above Manchester averages.</p> <p>Persistent absence among disadvantaged pupils reduces further from 2024–25 levels.</p> <p>Attendance gaps between disadvantaged and non-disadvantaged pupils continue to narrow.</p> <p>Case studies demonstrate effective early intervention, family engagement and improved routines for targeted pupils.</p>
<p>Parents of disadvantaged pupils are increasingly engaged and confident in supporting learning at home, particularly reading, writing and routines for attendance.</p>	<p>Targeted parent workshops and support sessions show increased engagement year-on-year.</p> <p>Feedback from parents indicates improved confidence in supporting reading and writing at home.</p> <p>Home reading and learning records show improved consistency for identified pupils.</p> <p>Communication materials and workshops are accessible and inclusive, including translated resources where required.</p>
<p>Disadvantaged pupils have equitable access to enrichment opportunities that build vocabulary, background knowledge, aspiration and confidence.</p>	<p>All disadvantaged pupils participate in curriculum-linked enrichment opportunities across the year.</p> <p>Writing and curriculum outcomes reflect improved use of contextual knowledge and real-life experiences.</p> <p>Pupil voice indicates increased confidence, enjoyment and aspiration.</p> <p>Teachers can articulate how enrichment experiences are planned and used to enhance learning, particularly writing and vocabulary.</p>

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
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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: £146,750

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.