

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Chrysostom's C of E Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Jens Niedzwiedzki (HOS)
Pupil premium lead	Eleri Humphreys
Governor / Trustee lead	Tayo Adebawale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£194,130

Statement of intent

Our Federation Vision

The Governing Body and entire staff team believe that it is a privilege to educate and nurture the children in our schools. Through the establishment of high expectations of behaviour and academic excellence the school aims to prepare children for their future at high school and for life.

Our vision starts with the high expectation that all children have potential talents that require a safe learning environment where learners boldly attempt new challenges and take risks with confidence. Our educational teams across the schools and age ranges are passionate about children's literature and engendering a love of reading and learning. The importance of the Arts within the curriculum is part of our vision to provide a rich, creative and experiential sequence of learning for all children in a school environment that promotes respect and tolerance.

We are proud to be two closely aligned Church of England primary schools who serve the local community where we value all children and the role of the parents to support a love of lifelong learning.

Addressing Disadvantage through Respect and Inclusion

At the SJC Federation, the '*Celebration of Diversity*' and the ambitious '*Aspirations*' we hold for all pupils, are written into our curriculum intention through our four cornerstones. We are an inclusive federation, where respect is a core value: '*Respect Yourself, Respect Others, Respect Property*' are our school rules. As such, we believe that it is vital for our disadvantaged and vulnerable pupils to mingle, unidentified. We have therefore deliberately chosen an approach in which those disadvantaged pupils, who are eligible for the Pupil Premium Grant, access an inclusive, broad and balanced curriculum through quality first teaching alongside their peers.

Our strategy focuses on the development of an effective and financially sustainable staffing structure, and the recruitment, deployment and continuous professional development of exceptional educators – leaders, teachers and teaching assistants. We adopt evidence-based pedagogies and resources, which enable us to provide an outstanding standard of education for all pupils through quality-first whole class teaching approaches, alongside high-impact targeted interventions for those eligible for the Pupil Premium Grant.

We aim to improve the educational outcomes for our disadvantaged pupils; close the attainment gap between them and their peers; and ensure that they are extremely well prepared for the next stage in their education and their future lives as British citizens. In this way, we are addressing social disadvantage at our inner-city schools.

Challenges

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

Challenge number	Detail of challenge
1	In-school barrier-Families live in an area of high deprivation and some children have a narrow sphere of experience.
2	In-school barrier- Significant language barriers result from high numbers of EAL (61%) and a wide variety of pupil nationalities. Higher-level language acquisition (required to access KS2 National Curriculum) for Non-EAL pupils is affected by a lack of wider life experiences.
3	In-school barrier- High mobility results in PP children arriving after EYFS and therefore missing the essential foundations of education.
4	Increase in numbers of refugees and asylum seekers within locality that require specific support within the English Education System and accessing appropriate funding/agencies.
5	External barrier- Parental language barriers and cultural differences in educational expectations can make it more difficult for parents to support academic achievement at home. Access to the technology to support remote home learning is a challenge in some families.
6	Catch-up programme – school Led Tutoring and Targeted Provision

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
EYFS PP children meet the three Prime Learning Goals.	PP children are KS1 ready.
Narrow the gap between Pupil Premium and Non-Pupil Premium attainment in Year 1 Phonics Screening.	PP achieve as well as non-PP children in Year 1 Phonics Screening.
Targeted interventions for all year groups including INA.	Accelerated progress for children in receipt of interventions and other targeted support.
Ensure PP children achieve exceptionally well at KS2 in Reading, Writing and Maths.	PP children are secondary ready and meet Age Related Expectations in Reading, Writing and Maths combined.
Ensure challenge for the more able.	Greater proportions of PP children achieve Greater Depth.
Increased engagement with home learning.	Parents to encourage their children to participate in home learning especially with regards to reading daily.
Attendance - establish good attitudes to attendance and punctuality.	Overall attendance for disadvantaged pupils including EYFS is at/greater than 96%

Enrichment and increase in cultural capital.	Maintain and increase access and participation in the wider curriculum.
Reduce the impact of mobility on PP outcomes.	Transition procedures ensure all disadvantaged pupils new to the school are well supported and safeguarding procedures for those leaving the school are robust with all forwarding documentation in place.
Disadvantaged children to access intensive catch up support to reduce the learning gaps.	Accelerated progress for children in receipt of interventions and other targeted support alongside other initiatives such as NTP, especially in reading and maths.

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:

£3,500 training, £20,000 AHT Maths lead, £20,000 EYFS AHT Reading Lead, £16,000 AHT Reading Lead.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous Professional Development Use the PP funding to improve classroom pedagogy, delivery of targeted interventions and educational outcomes for eligible pupils. Senior and middle leaders to provide pedagogical training in: • Speech & Language (SaLT). • Adaptive teaching & Quality first teaching. • Reading (Steps to Read & Read Write Inc.) • Maths – Power Maths scheme & Mastery Number. • Ready Steady Write and Ready Steady Spell schemes.	Education Endowment Fund Mastery Learning=+5 months Education Endowment Fund Feedback + 8 months Education Endowment Fund Metacognition and Self-regulation + 7 months Education Endowment Fund Reading Comprehension Strategies + 6 months Education Endowment Fund Guidance – Preparing for Literacy Education Endowment Fund – Improving Literacy in KS1 Validation of systematic synthetic phonics programmes: supporting guidance- Gov.uk	1, 2, 3 Why does this approach meet the needs of our children? 36% of pupils in the school are eligible for the Pupil Premium Grant (Arbor 2025), so targeted support and intervention are essential to ensure equitable progress. A high proportion of pupils (61%) speak English as an Additional Language which can present challenges to children's reading and writing development. Families live in an area of high deprivation and children lack experiences outside of school.
TARGETED COACHING & MENTORING <u>AHT for maths to provide training and ongoing support on:</u> -Power Maths scheme -Every Child Counts, an intervention scheme to support those working below Age Related Expectations. Mastering Number scheme (Year1, Year 2 and Year 3) from the National Centre for	Education Endowment Fund Oral Language Intervention = +5 months attainment. Education Endowment Fund Reading Comprehension Strategies = +6 months attainment. Education Endowment Fund Small Group tuition=+4 months	1, 2, 3 Why does this approach meet the needs of our children? 89% of Pupil Premium pupils met Age-Related Expectations in reading, 100% in maths, and 78% in writing at the end of Key Stage 2, showing that targeted provision is successfully closing attainment gaps. 91% of Year 1 Pupil Premium pupils met the expected standard in phonics (2025),

Excellence in the Teaching of Mathematics. <u>-EYFS AHT to provide training and ongoing support on:</u> RWI scheme including the Fast Track Phonics intervention. <u>-SENCo will train staff on:</u> Communication strategies using picture symbol cards and Wellcomm Speech and Language tool.		demonstrating that RWI and Fast Track Phonics successfully meet the needs of pupils requiring additional reading support. 83% of EYFS PP children met their Prime Learning Goals (2025), showing that early targeted provision supports learning.
EYFS-COMMUNICATION, SPEECH & LANGUAGE- WellComm interventions are timetabled daily and are non-negotiable. Training for new staff and ECTs to be delivered by AHTs and by Wellcomm provider in December 2025. A Five a Day story strategy to continue in the EYFS timetable. <i>Children hear the same story up to 5 times a day. As a result, children have begun to acquire the language from their 5 a Day book – its grammar, syntax and vocabulary.</i> All ECTs and new staff to receive training from AHTs. EYFS AHT to train staff on quality first interactions and adaptive teaching.	Education Endowment Fund Oral language interventions +5 months Education Endowment Fund Early Years interventions +5 months Education Endowment Fund Guidance – Preparing for Literacy	1, 2 Why does this approach meet the needs of our EYFS children? • High EYFS mobility is supported through targeted induction and early intervention. • 27% of Nursery and 72% of Reception children are EAL; language-rich activities and targeted support help meet their learning needs. • 83% of PP children in Reception met their Prime Learning Goals (2025) showing that early targeted provision supports learning.
EYFS-EARLY WRITING The literacy scheme, 'Ready Steady Write' has been implemented in EYFS as well as continuing with some aspects of the Talk for Writing (T4W) model. CPD opportunities, particularly for new staff and ECTs will be led by the AHTs.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing Education Endowment Fund Early Years interventions +5 months	1, 2, 3 Why does this approach meet the needs of our children? The strong outcomes, with 83% of Pupil Premium Reception pupils meeting the Prime Learning Goals (IDS 2025), demonstrate that the provision successfully supports children's communication, language, and social development.

EYFS- EARLY READING Teachers and TAs to receive training and coaching to follow the RWInc programme and precision teach to pupils on a daily basis (Fast track phonics). Children have access to diverse high quality texts displayed throughout classroom learning areas (See myself in books). Through targeted intervention ensure that pupils who fall behind are supported to catch up quickly through WellComm and Fast Track Phonics Tutoring.	Education Endowment Fund Early Years interventions=+5 months Education Endowment Fund Guidance – Preparing for Literacy Education Endowment Fund – Improving Literacy in KS1 Validation of systematic synthetic phonics programmes: supporting guidance- Gov.uk	1, 2, 3 Why does this approach meet the needs of our children? In 2025, 80% of Reception children met the Word Reading Early Learning Goal showing that early reading strategies are effectively meeting children's needs. 27% of children in Nursery and 72% in Reception speak English as an Additional Language (EAL). The high proportion of EAL learners highlights the importance of a language rich curriculum and targeted vocabulary development to support communication and early literacy skills.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

£189,000 (25% of TA overall cost)

£9,720 Targeted Provision tutoring

Activity	Evidence that supports this approach	Challenge number(s) addressed
EVERYDAY CLASSROOM CONDITIONS TAs to attend training sessions on quality first teaching (WalkThrus) to ensure they are proficient in teaching small groups of identified learners. Maths AHT to lead training for TAs on how to use the 'Every Child Counts' intervention for children working below Age Related	Education Endowment Fund Small group work = +4 months attainment. Education Endowment Fund 1:1 Tuition = +5 months attainment. Education Endowment Fund Reading comprehension strategies + 6 months Education Endowment Fund Phonics + 4 months	2, 3, 5 Why does this approach meet the needs of our children? Teaching assistants are strategically deployed within classrooms to deliver targeted group support, enabling pupils to make accelerated progress. This approach has had a clear impact, with 89% of Pupil Premium pupils meeting Age-Related Expectations in reading, 100% in maths, and 78% in writing at the end of Key Stage 2. The Fast Track Phonics intervention, delivered by TAs, provides targeted support that strengthens early reading skills. As a result, 91%

Expectations in KS2.		of Year 1 Pupil Premium pupils met the expected standard in phonics (2025), showing the approach effectively meets learners' needs.
WHOLE CLASS READING/READING FOR PLEASURE Whole class reading (Steps to Read) programme to continue in Y2 -Y6. AHT to train ECT and new staff in the federation's expectations. Reading interventions to support targeted children in Years 1-6. Fast track phonics in KS1. Fresh Start and FFT Tutoring with the Lightning Squad in KS2. EYFS AHT to lead TA training on 2Eskimos Fluency, a tool to assess and track children's reading fluency. Tas to also have training on Fisher Family Trust reading tutoring programme. Staff to promote 'reading for pleasure' environment. Reading AHT to organise reading for pleasure sessions with parents.	Education Endowment Fund Reading comprehension strategies + 6 months	1, 2, 3 Why does this approach meet the needs of our children? - Targeted reading interventions and booster clubs helped 89% of KS2 Pupil Premium children meet age-related expectations in reading, up from 60% the previous year, demonstrating accelerated progress. - The TA-led Fast Track Phonics intervention strengthens early reading, with 91% of Year 1 Pupil Premium pupils meeting the expected standard in 2025, showing it effectively meets learners' needs.
STRUCTURED INTERVENTIONS OUT OF CLASS Analysis of a range of data enables children to be accurately targeted for high-quality afternoon interventions delivered by	Education Endowment Fund 1:1 Tuition = +5 months attainment. <i>One to one tuition can be effective, providing approximately five additional months' progress on average.</i> Education Endowment Fund Phonics + 4 months (RWI 1:1 Tuition)	Why does this approach meet the needs of our children? Current interventions: Year 6: -1:1 readers - Every Child Counts (Edge Hill University). -Arithmetic group for borderline children -Pre-Teach reading -SEN groups in reading, writing and maths - Friendship and communication group

teaching assistants. Sessions (10–30mins), occur regularly (3–5 times per week). TAs closely follow the plan and structure of the intervention. <u>Reading catch up programmes:</u> - Fresh Start and FFT Tutoring with the Lightning Squad in KS2. - RWI Fast Track Phonics programme (Reception & KS1) - Fisher Family Trust reading in Year 2 Tutoring from the company 'Targeted Provision Tutoring' was provided for selected KS2 pupils to close attainment gaps and strengthen key skills in reading, writing, and maths. This support aimed to boost confidence and ensure pupils made sustained progress.		- Thursday Reading and Maths after school Boosters - x3 weekly after school reading booster (Lightning squad). Year 5: - 1:1 readers - Pre-read group - Every Child Counts (Edge Hill University). - Friendship and communication group - Monday after school Maths Boosters - SEN groups in reading, writing and maths - x3 weekly after school reading booster (Lightning squad). Year 4: - 1:1 readers - Pre-read group - Every Child Counts (Edge Hill University). - Monday after school Maths Boosters - SEN groups in reading, writing and maths - Reading booster (Lightning squad). Year 3: - Nurture group - RWI fast track phonics - Maths pre-teach - Maths misconception catch-up (Afternoons) - Reading booster (Lightning squad). - Maths Mastery (NCETM) Year 2: - RWI fast track phonics - Pre-teach reading group - Fisher Family Trust reading keep up - Nurture group - Maths misconception catch-up (Afternoons) - Maths Mastery (NCETM) Year 1- - 1:1 readers - RWI fast track phonics - Wellcomm SALT - Maths intervention for the lowest 20% - Maths Mastery (NCETM) EYFS: - Squiggle while we Wiggle (Fine motor skills) - Pinny time RWI - Pre-teach maths - Bucket time (SALT) - RWI fast track phonics - WellComm
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

-£10,000 Trips for PP

- £3,000 free uniform

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enriched Education <i>How we will use the PPG to enrich the curriculum and address the wider needs of eligible pupils?</i> Pupils in Year 6 went on a residential trip in September 2025. Pupils in KS2 to take a trip to the Pantomime in December 2025 at no cost to parents. All year groups will take local trips and receive visitors to enrich the children's learning.	Education Endowment Fund- outdoor adventure learning +4 months	1, 4, Why does this approach meet the needs of our children? Many families live in an area of high deprivation and some children have a limited range of learning experiences. Parental language barriers and cultural differences in educational expectations can make it more difficult for parents to support academic achievement at home. High numbers of EAL pupils (61%) and high mobility across the school.
CLUBS WITH SPECIALIST TEACHERS Little Sports Little Sports provide high quality sport provision and extra-curricular sport clubs to children in the school. Some disadvantaged and vulnerable PP children will attend the Little Sports	Education Endowment Fund Physical activity = + 1 month	1, 4 Why does this approach meet the needs of our children? - Many of our Pupil Premium children do not have the opportunity to explore their interests and talents, particularly in pursuits that bear a financial burden to parents. - These clubs will enable all children, even those for whom academic achievement is challenging, to experience success. - Our families are confident in the safety of their children when attending clubs in school.

holiday club.		
PARENTAL ENGAGEMENT Parents play a crucial role in supporting their children's learning. We will have meet the teacher, McMillian Coffee Mornings, parents evenings in person, maths workshops, handwriting workshop and reading café events. Maths and Reading AHTs to deliver parent workshops (SATs, Y4 Multiplication check, Reading for pleasure & Phonics). Letters and key school information to be translated by a member of staff in main languages.	Education Endowment Fund- Parental engagement +3 months	5 The 2024 SIAMS inspection report highlighted that <i>'Parents and carers feel their children are safe and their voices are heard.'</i> - Parental language barriers can make it more difficult for parents to support academic achievement at home and engage in school events.
ATTENDANCE Target disadvantaged families to improve attendance and punctuality above national average. SLT will monitor attendance termly. Rewards will be given to the class and children with the best	https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence Advice from the National Strategies (hosted on the National Archives) says that: • The links between attendance and achievement are strong. • Pupils with persistent absence are less likely to attain at school and stay in	1, The national average for attendance across the 2025/26 academic year to date was 94.1% (DfE).

attendance.	education after the age of 16 years.	
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Total budgeted cost: £271,220

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 2024 to 2025 academic year.

Manchester Integrated Data Set 2025:

Reception: PP Prime Learning Goals 83%

Year 1: PP Phonics 91%

Year 6: PP Reading 89%, Writing 78%, Maths 100%

PP GD Reading 17%, PP GD Writing 11%, PP GD Maths 28%,

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Power Maths	Pearson

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

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