# ****Pupil Premium Strategy Statement – St Chad’s RC Primary School 2024–2025****

This statement details our school’s use of Pupil Premium (and Recovery Premium) funding to improve the attainment and outcomes of disadvantaged pupils. It outlines our strategy, planned funding allocation, and intended outcomes for this academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 224 |
| 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)** | 2024-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | D Malcolm |
| Pupil premium lead | D Malcolm |
| Governor / Trustee lead | C Maymon |

## Funding overview

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £123,635 |
| 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* | £123,635 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * At St Chad’s RC Primary, we believe that **every pupil can achieve excellence**, regardless of background or personal challenges. Our Pupil Premium strategy focuses on: * Closing the attainment gap for disadvantaged pupils * Accelerating progress for pupils who are already high attainers * Supporting pupils with additional vulnerabilities, including EAL and social-emotional needs * Our approach is **evidence-based**, rooted in diagnostic assessment, and designed to meet both common and individual challenges. Key principles include:  1. **High-quality teaching** as the first approach to closing gaps 2. **Targeted early intervention** at the point of need 3. **Whole-school responsibility**, ensuring all staff contribute to raising expectations and outcomes for disadvantaged pupils |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Many pupils enter the Foundation Stage below age-related expectations, particularly in reading, writing, and maths. |
| 2 | A significant proportion of pupils have English as an Additional Language (EAL), affecting language acquisition and comprehension. |
| 3 | Limited life experiences impact vocabulary, self-confidence, resilience, and engagement |
| 4 | Low parental engagement in supporting learning at home. |
| 5 | Attendance and punctuality challenges reduce learning time for disadvantaged pupils. |

## 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.

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| Intended outcome | Success criteria |
| Accelerate EY attainment for disadvantaged pupils | Pupils meet aspirational targets by the end of the EYFS, evidenced by baseline to end-of-year assessment and WellComm screening |
| Accelerate progress in Reading, Writing, and Maths | Disadvantaged pupils achieve age-related expectations or above; gaps with non-disadvantaged peers reduce by at least 5%. |
| Improve language acquisition for pupils with EAL | Targeted pupils make expected or better progress, monitored through formative assessment and teacher observation. |
| Enrich pupil experiences | Increased participation in cultural and enrichment activities, leading to measurable improvements in engagement and wellbeing. |
| Increase parental engagement | 80% of targeted parents participate in workshops or home-learning support sessions. |
| Improve attendance and punctuality | Reduce the gap between disadvantaged and non-disadvantaged pupils’ attendance to less than 2%. |

## 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)

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Systematic Synthetic Phonics (RWI) training for all EY & KS1 staff | EEF: Phonics approaches improve word reading accuracy (+4 months), particularly for disadvantaged pupils | 1,4 |
| Metacognition & self-regulation training | EEF: +7 months progress | 1,2,3 |
| Maths Mastery CPD & curriculum planning | DfE / NCETM guidance, EEF: Mastery learning +5 months | 1,2 |
| Oral language development & vocabulary expansion | EEF Oral Language Interventions +5 months | 2,3 |

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

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| EY language & speech interventions (WellComm) | EEF: +6 months progress | 1,2 |
| Additional phonics, reading, and maths sessions | EEF: One-to-one tuition +5 months | 1,2,3 |
| School-led tutoring | EEF: Targeted small-group tuition +4–5 months | 2,3,4 |
| Parental support workshops & home-learning resources | EEF: Parental engagement +5 months | 3,4 |

### Wider strategies (Attendance, Wellbeing, Enrichment)

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Cultural capital and arts participation | EEF: Arts participation +2 months progress | 3 |
| Subsidised educational visits and residential trips | Evidence: Engagement and improved writing outcomes | 3,4 |
| Attendance monitoring & family support | DfE / EEF guidance: improved attendance correlates with higher attainment | 5 |
| Contingency fund for urgent needs | Experience: allows rapid response to emerging barriers | All |

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **Attainment:** In 2023–24, 40% of disadvantaged pupils met age-related expectations in Reading, Writing, and Maths compared with 46% of non-disadvantaged peers.  **Intervention Impact:** Early language and phonics interventions accelerated progress from entry of pupils in EYFS and Year 1.  **Wider Outcomes:** Participation in enrichment activities increased engagement and wellbeing; attendance gaps reduced from X% to Y%.  **Next Steps:** Strengthen parental engagement and extend targeted tutoring to KS2 pupils falling behind in Maths. |

## 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.*

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| Programme | Provider |
| Tutoring | Tutor Trust |
| Kickstarter Program | Manchester City Council |

# Further information (optional)

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| This strategy is **dynamic and evidence-led**. Progress is monitored termly by the Pupil Premium lead and reviewed by governors. Interventions are adjusted based on formative assessment, pupil voice, and staff feedback. |