Pupil premium strategy statement – St Chad's Catholic Primary School

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	212
Proportion (%) of pupil premium eligible pupils	40 (19%)
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)**	2025/26 **2026/27** 2027/28
Date this statement was published	13th November 2026
Date on which it will be reviewed	30th November 2027
Statement authorised by	Mandy Grubham, Executive Principal
Pupil premium lead	Sarah Simner
Governor / Trustee lead	Kat Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,375
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*	£67,375

Part A: Pupil premium strategy plan

Statement of intent

St Chad's is a one form entry primary school. The pupil premium strategy plan covers a three-year cycle and will be reviewed on a yearly basis. St Chad's is committed to ensuring that every pupil irrespective of their background is a highly successful learner.

At St. Chad's Catholic Primary School, we want every child to fulfil their God-given potential. Staff want all children, (irrespective of their background or the challenges they face), to make at least good progress and achieve high attainment across all subject areas within a caring, Catholic environment. We strive to ensure that the children not only receive a first-class formal education but also a spiritual, moral, social, vocational and cultural one too to prepare them for the wider world outside of school and to be valuable citizens in today's society.

We recognise and consider the barriers faced by our disadvantaged pupils. We aim to diminish as many barriers as possible so that disadvantaged pupils can achieve at least in line with their peers and have as many opportunities as possible. Once barriers have been identified we use evidence-based approaches to ensure that children receive targeted support so that they can achieve their full potential.

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.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ For all disadvantaged pupils to leave our school achieving ARE in reading, writing and maths as a minimum expectation.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ For all disadvantaged pupils to reach their full potential and leave our school as well-rounded, independent and confident individuals.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills.
2	Low attainment on entry to the Early Years Foundation Stage in all areas when compared with peers.
3	Poor parental engagement.
4	Attendance and Punctuality issues.
5	Low self-esteem and confidence issues.
6	Reading fluency - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
7	Increased SEND needs amongst PP 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.

Intended outcome	Success criteria
Strong progress in the Early Years	GLD is above National Average and all children progress well from their unique starting points
Strong Phonics scores	Phonics data is consistently well above National average
Strong progress and attainment in Key Stage 1	Key Stage 1 data is above National average
Strong progress and attainment in Writing in KS2	KS2 writing is consistently well above National average
Strong progress and attainment in Reading, Writing and Maths combined in KS2	KS2 overall RWM outcomes are consistently well above National average
Attendance	Attendance of disadvantaged pupils is above national for PP pupils and less than 2% below attendance for all pupils at St Chad's.

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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of School plus two Assisntant Principals are non-class based. Their roles are to ensure all teaching across the school is at least good and often outstanding. Half day of Head of School salary for the year plus half day for each of the APs.	EEF "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium."	6 and 7
Purchase of standardised diagnostic assessments.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	2 and 7
Further development of QLA tools and training for staff to ensure: -QLAs are completed accurately -Shared with children and parents -used to inform whole-class planning -used to close individual pupil gaps in knowledge/understanding through timely intervention groups	Embedding Formative Assessment | EEF	1, 2, 6 and 7
Significant investment in relevant CPD for all staff to ensure high quality teaching. This includes Catholic Partnership CPD programme, RWI courses and leadership formation programmes. Also, strong partnerships, collaborative opportunities and CPD across the MAC, learning community and Local Authority. Multitude of SEND-specific courses for staff.	There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with some studies suggesting gains equating to more than two years' progress in one year. These gains have been shown to be even greater for students from disadvantaged backgrounds (Wiliam and Timperley et al 2016) thus having the potential to improve the life chances of all students.	1, 2, 5, 6 and 7
Even further develop the quality of social and emotional (SEL) learning. SEL approaches will be more deeply embedded into routine educational practices and supported by professional development and training for staff. MyHappyMind will support with this.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools | EEF	3 and 5
Adaptive teaching training for all staff as well as follow-up monitoring and support. Whole school SIP focus.	Being responsive to information about learning, then adjusting teaching to better match pupil need.	1, 2, 5, 6 and 7

	Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. Balancing input of new content so that pupils master important concepts. Making effective use of teaching assistants.	
Collaborative learning to further embed Teach like a Champion with schools across our MAC as well as the Oracy strategy.	SJBCA EEF impact +5months Collaborative learning approaches | EEF Staff reviewing practice with teachers in other schools will strengthen practice because professional dialogue will help sharpen the focus for improvement and lead to greater success as strategies will have been tried and tested on a greater scale. TLAC strategies enable all children to achieve high expectations regardless of background	1, 2, 5, 6 and 7

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Sessions taking place before and after school for targeted pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	1, 2, 3, 4, 5, 6, 7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English Hub. Fast-track tutoring. Phonics boosters before school.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	1, 2, 5, 6, 7
Quality internal ARP for highest need pupils.	Designed to provide specialist and targeted support for children with long term special educational needs (SEN). -teaching staff with additional knowledge, skills and expertise in a particular area of SEN -specialist environment which support the learning needs of each pupil -systems to track small step progress and wider outcomes -lessons in mainstream classes, but with additional specialist resources and teaching -to actively involve parents/carers in the review and delivery of the provision	6

	-strategies for achieving successful outcomes	
Continue to use Reading Plus for Y5 and Y6 pupils which can be accessed both at home and in school.	Reading Plus is an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation.	7
WELLCOMM screening takes place for all of EYFS and interventions take place for all children identified as having a need.	EEF – "…there is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. The quality of input that children receive is likely to be more important than the quantity." WellComm is a complete speech and language toolkit that operates in partnership with parents. It provides a means of tracking the progress of all children, regardless of ability. It also provides the opportunity to identify areas of concern in language, communication and interaction development, in order to ensure targeted early intervention. EYFS staff screen all children to determine whether language interventions are needed and whether children need referring to speech and language for personalised speech and language programmes.	1 and 2
Speech and language therapist to work with all children who have been identified through the WELLCOMM screening tool and bespoke programmes are put in place.	Weak Language and Communication skills. Many children are working below ARE and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, some children struggle to use talk to connect ideas and explain what is happening coherently. Higher than average numbers of children access SALT in Reception – the majority of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist. SALT also trains TAs to ensure long-term benefit.	1 and 2
Targeted interventions for all pupils who need additional support to reach ARE or other significant milestones (e.g. pass phonics test in Y1).	EEF "Use classroom teachers and teaching assistants to provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy."	1, 2, 3, 4, 5, 6 and 7

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

Budgeted cost: £13,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

attendance/support officers to improve attendance.		
SEMH mentor to support children who are lacking self-esteem, having problems at home or just need emotional support. Level 3 TA for 1 day per week.	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self- management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are targeted at students with particular social or emotional needs. Public Health England – "Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement."	5
Forensic approach to attendance data analysis. Adaption of timetables to target lower attended days.	NCCP's national data analysis found that chronic absence (attendance below 90%) in primary school is associated with lower academic performance for all children regardless of gender, ethnicity or socioeconomic status.	4
Appointment of attendance link governor. Assistant Principal responsible for attendance. Attendance of all children tracked every month – letters issued both positive and raising concerns. Incentives for class with best attendance each week. High focus on attendance in all forums.	The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments. DFE research from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage.	4
Free access to extra-curricular clubs to support with physical, mental and emotional well-being of all PP pupils.	Public Health England – "positive association exists between academic attainment and physical activity levels of pupils." Giving free access to these clubs for PP pupils has increased attendance of this group by 45%.	5
Residential costs – financial support to ensure all pupil premium children can access residential visits.	As well as the physical health benefits, school residential trips have been proven to have a positive effect on children's self- esteem and confidence levels, thereby improving their emotional health and well-being.	4 and 5

Total budgeted cost: £67,375

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that overall our disadvantaged pupils have performed well.

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (1 term)	39	92.8%	92.4%	Close to average	Relative decline	-
2024/25 (3 term)	42	93.3%	92.3%	Close to average	Relative improvement	-
2023/24 (3 term)	39	91.4%	92.0%	Close to average	Relative improvement	-

Attendance of PP pupils is showing a year-on-year improvement so that it is now slightly above national.

			Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
Year	Cohort	School	Average	Banding	Average	Gap	Gap Trend	Average	Banding
3-year	20	75%	47%	Above (sig+)	69%	6	Not applicable	49%	Above (sig+)
2026	6	100%	49%	Above (sig+)	70%	30	Positive gap	50%	Above (sig+)
2025	7	71%	47%	Above (non-sig)	69%	2	Positive gap	49%	Above (non-sig)
2024	7	57%	46%	Close to average (non-sig)	67%	-10	Not available	49%	

Year	Cohort	School	Vs national disadvantaged		Vs national non-disadvantaged			Vs similar schools disadvantaged*	
			Average	Banding	Average	Gap	Gap Trend	Average	Banding
3-year	20	80%	59%	Above (non-sig)	78%	2	Not applicable	62%	Above (non-sig)
2026	6	100%	60%	Above (sig+)	79%	21	Positive gap	63%	Above (non-sig)
2025	7	71%	59%	Above (non-sig)	78%	-7	No meaningful change	60%	Above (non-sig)
2024	7	71%	58%	Above (non-sig)	78%	-6	Not available	64%	

Writing continues to be a target but our PP pupils are still performing well above PP pupils nationally. In 2026, 100% of our PP pupils reached expected in writing.

	Versus national average				Versus similar school average[1]			
	2024	2025	2026	3-year average	2024	2025	2026	3-year average
RWM expected standard	Close to av. (non-sig)	Above (non-sig)	Above (sig+)	Above (sig+)		Above (non-sig)	Above (sig+)	Above (sig+)
Reading expected standard	Close to av. (non-sig)	Above (non-sig)	Above (non-sig)	Above (sig+)		Above (non-sig)	Above (non-sig)	Above (non-sig)
Writing expected standard	Above (non-sig)	Above (non-sig)	Above (sig+)	Above (non-sig)		Above (non-sig)	Above (non-sig)	Above (non-sig)
Maths expected standard	Above (non-sig)	Above (non-sig)	Above (non-sig)	Above (sig+)	Above (non-sig)	Above (non-sig)	Above (non-sig)	Above (sig+)
EGPS expected standard	Above (non-sig)	Above (non-sig)	Above (non-sig)	Above (sig+)	Above (non-sig)	Above (non-sig)	Above (non-sig)	Above (sig+)

[1] Only "above" and "below" bandings are displayed.

	Versus national average			
	2022	2023	2026	3-year average
Reading progress	Below (non-sig)	Above (sig+)	Above (sig+)	Above (sig+)
Writing progress	Close to av. (non-sig)	Above (non-sig)	Above (non-sig)	Above (sig+)
Maths progress	Below (sig-)	Above (sig+)	Above (sig+)	Above (non-sig)

Based on all the information above, the performance of our disadvantaged pupils is exceeding expectations.

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
Times Tables Rock Stars	TT RockStars
Phonics	Read Write Inc
Online learning	Purple Mash
Reading	Reading Plus