

# Pupil premium strategy statement 2025/6

\*Subject to ratification by governing board November 25

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	<b><i>Cheadle Catholic Junior School</i></b>
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	8.4%
Date this statement was published	To be ratified by governing board Nov 25
Date on which it will be reviewed	July 26
Statement authorised by	Rachel Fender
Pupil premium lead	Rachel Fender
Governor lead	Rosemary Hince

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£48,030</b>

# Part A: Pupil premium strategy 3 year plan

## Statement of intent

*At Cheadle Catholic Junior School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to prepare them academically, socially, morally, and spiritually for a lifelong learning journey.*

*We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.*

*The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals and to be aspirational, including those who already achieve high standards.*

*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.*

*Our ultimate objectives are to:*

- *Remove barriers to learning created by poverty, family circumstance and background*
- *Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally*
- *Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum*
- *Develop confidence in their ability to communicate effectively in a wide range of contexts*
- *Enable pupils to look after their social and emotional wellbeing and to develop resilience.*
- *Access a wide range of opportunities to develop their knowledge and understanding of the world*

## Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment (gap between peers is evident)
2	Lower attendance
3	Access to technology and educational materials
4	Low self-esteem/self-confidence/resilience
5	Limited enrichment and cultural capital opportunities

## Context

Whole School Overview	%
Whole School	100
Boys	52.8%
Girls	47.2%
Pupil Premium	8.4%
FSM	6.9%
SEND Support	10.4%
EHCP	3.9%
EAL	13.2%

## 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
1. To develop pupils fluency in Reading, including those most disadvantaged	Confident fluent reading of texts
2. To accelerate the progress of PP children in Reading, Writing and Maths	Progress of PP children is at least in-line with non-PP children
3. To enhance children's resilience, independence and self-esteem	Improved Rosenberg Self-Esteem scale scores Children's engagement and participation in activities
4. To enhance equality of opportunity for enrichment activities	PP children all accessing trips/visits and being given wider curriculum opportunities

<p>5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance of disadvantaged pupils in each of the coming three years demonstrated by:</p> <p>The attendance gap between pupil premium pupils and their non-disadvantaged peers (3% in 24-25) by at least 1 point per year, in order to get to a position where there is no gap.</p> <p>The percentage of pupil premium pupils who are persistently absent being below 10% and the figure to be in line with non-pupil premium pupils.</p>
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## Activity in this academic year – 2025/6

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

All activities are linked to strategies and research from The Education Endowment Foundation : <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

### Teaching and Targeted academic support 24/25

Budgeted cost: £ 12,038

### Wider strategies 25/26

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on	<a href="#">DfE working-together-to-improve-school-attendance</a> The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Enrichment Curriculum £900	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those 4 11 The enrichment offer from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. (EEF) – Writers Workshop, Black History Month	4 & 5
<i>Children access Y6 children's Residential Visit to outward bounds centre</i> <b>£2,205 – Payment for 7 children</b>	<b>EEF toolkit – Collaborative Learning Approaches</b> The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. <b>EEF Toolkit – Outdoor adventure Learning</b> Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	4 & 5
<i>Children access Y6 children's Residential Visit to outward bounds centre</i>	<b>EEF toolkit – Collaborative Learning Approaches</b> The impact of collaborative approaches on learning is consistently positive, with pupils making an	4 & 5

<p><b>£2500 – Travel costs</b></p>	<p>additional 5 months' progress, on average, over the course of an academic year.</p> <p><b>EEF Toolkit – Outdoor adventure Learning</b></p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	
<p><i>Children to access funded school trips</i></p> <p><b>£1000</b></p> <p><i>Transport to events</i></p> <p><b>£750</b></p>	<p><b>EEF Toolkit – Arts Participation</b></p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><b>EEF Toolkit – Physical Activity</b></p> <p>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p>	<p>4 &amp; 5</p>
<p><i>Musical instrument Tuition in all 5/6 classes</i></p> <p><b>£3930</b></p>	<p>Every child should have the opportunity to learn to play an instrument</p>	<p>5</p>
<p>Forest Schools –</p> <p>3 terms x 1 day a week Forest school Lead Teacher</p> <p><b>£9,500</b></p>	<p><b>EEF Toolkit – Outdoor adventure Learning</b></p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p><b>EEF – Metacognition and self-regulation</b></p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	<p>4 &amp; 5</p>
<p><b>Purchase of Chromebooks</b></p> <p><b>£15,000</b></p>	<p><b>EEF Toolkit – Using Digital Technology to Improve Learning - <a href="#">Link</a></b></p> <p>Purchase of 30 chromebooks and charging unit. Providing easy access to technology during all lessons. The chromebooks will allow both specialised and personalised support for certain children whilst allowing all children to access the online resources purchased, such as TTRS, Google Classroom,</p>	<p><b>3</b></p>

**Total budgeted cost: £**

## 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.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that disadvantaged pupils performed well above disadvantaged pupils both locally and nationally in Reading and Maths and slightly above disadvantaged pupils locally and nationally in Reading, Writing and Maths combined. Teaching strategies at a universal level in both Reading and Maths led to improved outcomes for all pupils.

	CCJS Dis	National Dis	LA Dis
Expected in RWM combined	50%	47.5%	42.6%
Scaled score Reading	104.6	103	103.3
Scaled score Maths	105.1	101.8	101.9

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. At the midpoint of the school year the attendance of disadvantaged pupils was 91.7% but work with children and families improved this figure to 93.6% by the end of the school year. The data demonstrated that the attendance of disadvantaged pupils remains below that of non-disadvantaged pupils 93.6%/ 96.6% but well above attendance of disadvantaged pupils nationally.

All but one child attended the Y6 residential and no disadvantaged child had any suspensions or exclusion.

Our evaluation of the approaches delivered last academic year indicates that support strategies enabled pupils to exceed the performance of disadvantaged pupils nationally but not that of their peers.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.