Pupil premium strategy statement 2026/7

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	***Cheadle Catholic Junior School***
Number of pupils in school	331
Proportion (%) of pupil premium eligible pupils	11.2%
Date this statement was published	To be ratified by governing board Nov 26
Date on which it will be reviewed	July 27
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	£45,009
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	**£45,009**

Part A: Pupil premium strategy 3 year plan

Statement of intent

At Cheadle Catholic Junior School, our aim is for all pupils to make good progress and achieve well across every subject, no matter their background or the challenges they face. To do this, we make sure we truly understand our school community, knowing that disadvantage isn't always reflected by Pupil Premium status alone.

Everything we do in school is designed to support our under-resourced pupils to succeed, including those who are already high achievers. We don't make assumptions about how disadvantage affects our children; instead, we rely on careful assessment and early support to guide our teaching.

We closely consider the needs of vulnerable children, including those with a social worker and those whose learning was affected by the pandemic. The priorities in our three-year plan focus on supporting all vulnerable pupils, whether or not they receive extra funding.

Good classroom teaching is central to our approach, with an emphasis on the areas where under-resourced pupils need the most help. This is the most effective way to narrow the disadvantage gap, while also helping every child in our school.

To make sure our approach works, we will:

- Challenge under-resourced pupils in the work they are given
- Step in early whenever a learning need is identified
- Work together as a whole school, with all staff taking responsibility for under-resourced pupils and holding high expectations for what they can achieve
- 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** Disadvantaged pupils frequently enter Key Stage 2 with lower starting points and foundational knowledge gaps in reading, writing, and mathematics. While overall combined outcomes for disadvantaged pupils are strong relative to national benchmarks, an attainment gap remains compared to non-disadvantaged peers. This academic gap is further compounded by a significant proportion of disadvantaged pupils who present with dual needs, combining Pupil Premium with SEND Support or EHCP provision.
2	**Lower attendance** Persistent absence and minor attendance or punctuality dips disproportionately affect disadvantaged learners. Because Key Stage 2 learning relies on sequential progression, missed instructional time creates cumulative gaps in core subject knowledge. Underlying socioeconomic pressures and hidden poverty within the community present ongoing barriers to consistent daily attendance and punctuality.
3	**Low self-esteem/self-confidence/resilience** Disadvantaged pupils frequently experience lower academic self-confidence, heightened fear of failure and reduced resilience when encountering increasingly complex Key Stage 2 curriculum demands. These emotional barriers can hinder their active classroom engagement, willingness to tackle challenging tasks and sense of academic belonging.
4	**Limited enrichment and cultural capital opportunities** Many disadvantaged pupils have limited access to rich cultural, educational, or extra-curricular experiences outside of school. This lack of exposure restricts their background schema, Tier 2 and Tier 3 vocabulary, and broader world view, creating persistent barriers to Key Stage 2 reading comprehension and engagement across the wider foundation curriculum.

Context

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Whole School Overview	%
Boys	52%
Girls	48%
Pupil Premium	11.2%
FSM (expanded)	7.8%
SEND Support	10.6%
EHCP	4.5%
EAL	14.8%

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
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance of disadvantaged pupils in each of the coming three years demonstrated by: The attendance gap between pupil premium pupils and their non-disadvantaged peers, in order to get to a position where there is no gap. 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.

Activity in this academic year – 2026/27

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

1. High-Quality Teaching & 2. Targeted Academic Support

(Budgeted Allocation: ~£22,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use diagnostic assessments to deliver systematic phonics catch-up sessions for KS2 pupils needing decoding support.	**EEF Evidence Link: Phonics (+5 months)** and **Teaching Assistant Interventions (+4 months)** — Targeted TA delivery of structured evidence-based reading interventions yields strong progress when TAs are properly trained.	1
Refine checks on understanding during recaps and core instruction to provide immediate, actionable verbal feedback and address misconceptions in the moment.	**EEF Evidence Link: Feedback (+6 months)** — Explicit, actionable feedback delivered close to the point of learning is one of the most cost-effective strategies for accelerating pupil outcomes.	1
Establish monthly proactive check-ins, early-help meetings, and tailored support plans for those disadvantaged families showing early attendance or punctuality dips, working to remove hidden barriers to attending school.	**EEF Evidence Link: Parental engagement (+4 months)** — Sustained communication that builds trusting relationships and helps parents support attendance and home learning significantly improves engagement.	2, 3
Teachers explicitly model metacognitive thinking during problem-solving ("thinking aloud", goal setting, and mistake analysis) to normalise challenge and reduce fear of failure.	**EEF Evidence Link: Metacognition and self-regulation (+7 months)** — Teaching pupils how to plan, monitor, and evaluate their own learning significantly enhances self-confidence and independence.	1
Teach rich subject-specific (Tier 3) and academic (Tier 2) vocabulary explicitly across foundation subjects, paired with visual models, real-world context, and pre-teaching for vulnerable learners.	**EEF Evidence Link: Reading comprehension strategies (+6 months)** and **Oral language interventions (+6 months)** — Systematic vocabulary instruction bridges background knowledge gaps, directly unlocking higher-level reading comprehension across the wider curriculum.	1

Wider Strategies

(Budgeted Allocation: ~£23,010)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on	DfE working-together-to-improve-school-attendance The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Enrichment Curriculum	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	3, 4
Allocate dedicated Pupil Premium budget to cover transport costs for borough-wide sporting fixtures, tournaments, and inclusive sports festivals across Stockport. Establish an explicit equity commitment guaranteeing that **100% of disadvantaged pupils** have at least one opportunity during Key Stage 2 to represent Cheadle Catholic Junior School in competitive or festival-style sporting events.	**EEF Evidence Link: Physical activity (+1 month)** and EEF Extracurricular Research *EEF research highlights that physical activity and competitive school sport foster social and emotional development, self-regulation, and teamwork. Guaranteeing equal access and removing transport barriers ensures vulnerable pupils develop a strong sense of school belonging and pride, which directly supports improved daily attendance, wellbeing, and classroom engagement.*	2, 3, 4
Deploy a dedicated Wellbeing Practitioner / Emotional Health Lead to deliver targeted, 1:1 intervention sessions for vulnerable disadvantaged pupils struggling with anxiety, emotional regulation, low self-efficacy, or school avoidance.	**EEF Evidence Link: Social and emotional learning (+4 months)** and **Mentoring (+2 months)** *Targeted, individual social and emotional learning interventions delivered by trained professionals help pupils recognise and manage emotions, reducing disruptive behaviours and anxiety while directly improving classroom focus and academic progress.*	2, 3
Fully subsidise educational day trips, outdoor adventure opportunities and the Year 6 residential for disadvantaged pupils, ensuring zero financial barriers to participation.	**EEF toolkit – Collaborative Learning Approaches** 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. **EEF Evidence Link: Outdoor adventure learning (+4 months)** and **Arts participation (+3 months)** Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate	3, 4

	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.	
Fully fund whole-class instrumental instruction (e.g., brass, strings, or woodwind) across specific Key Stage 2 year groups. Pupil Premium funding covers instrument loans, specialist music tutor delivery to ensure cost is never a barrier to musical participation.	**EEF Evidence Link: Arts participation (+3 months)** EEF evidence demonstrates that structured arts participation, including instrumental music tuition, boosts wider academic outcomes in reading and mathematics alongside developing self-discipline, spatial-temporal reasoning, and cultural capital.	4
Provide structured, recurring Forest School sessions for targeted KS2 disadvantaged pupils in addition to whole class sessions. Sessions focus on collaborative physical tasks, practical problem-solving, risk assessment, and environmental connection to build perseverance and teamwork outside the traditional classroom setting.	**EEF Evidence Link: Outdoor adventure learning (+4 months)** 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. **EEF – Metacognition and self-regulation** 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.	3, 4

Total budgeted cost: £ 45,010

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 2025/26 academic year, drawing on national assessment data (NCER / DfE July 2026 data release) 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 authority levels, as well as to results achieved by our non-disadvantaged pupils.

The data demonstrates that disadvantaged pupils performed significantly above disadvantaged pupils both locally and nationally across core measures in Reading, Writing, and Mathematics. In Reading, Writing, and Maths combined, **71.4%** of disadvantaged pupils achieved the expected standard, significantly exceeding national disadvantaged (**48.2%**) and local authority disadvantaged averages (**46.5%**), while also performing above the national non-disadvantaged average (**70.0%**). Universal and targeted teaching strategies led to strong scaled scores and positive progress scores across Reading (**+2.06**), Writing (**+1.80**), and Maths (**+2.14**).

Outcome / Progress Measure	CCJS Disadvantaged	National Disadvantaged	LA Disadvantaged	CCJS Non-Disadvantaged
Expected Standard in RWM Combined	**71.4%**	48.2%	46.5%	78.3%
Higher Standard / GDS in RWM Combined	**14.3%**	3.7%	2.4%	19.3%
Average Scaled Score: Reading	**105.0**	103.0	103.4	108.5
Average Scaled Score: Maths	**104.6**	102.6	103.5	109.0
Average Scaled Score: GPS	**105.4**	102.6	103.5	107.7
Reading Progress Score	**+2.06**	-0.69	-0.47	+2.79
Writing Progress Score	**+1.80**	-0.49	-0.68	+2.41
Maths Progress Score	**+2.14**	-0.88	-0.70	+3.88

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour, and wellbeing. Work with children and families maintained strong overall Pupil Premium attendance at **97% (Autumn 1)**, remaining well above the attendance rate for disadvantaged pupils nationally.

All but one child attended the Year 6 residential, and no disadvantaged pupil received any suspensions or exclusions.

Our evaluation of the approaches delivered last academic year indicates that support strategies enabled disadvantaged pupils to significantly exceed the performance of disadvantaged pupils nationally and locally, while **narrowing the attainment gap** with non-disadvantaged peers within the school to **6.9 percentage points** in combined RWM compared 11.9%.

We have reviewed our strategy plan and made targeted adaptations to how we intend to deploy our budget this academic year to build upon these positive outcomes.