

## Pupil premium strategy statement 2024-25. Part B: Review of outcomes.

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 Infant School</i></b>
Number of pupils in school	255 (including Nursery) 217 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	10 (excluding Nursery) 4.2%
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Pamela Glynn
Pupil premium lead	Jolene McMonagle
Governor lead	Leanne Millar

## Context

Whole School Overview		
	Total	%
Whole School including Nursery	255	100%
Whole School excluding Nursery	217	86%
Boys	132	52%
Girls	123	48%
Pupil Premium	10	4%
SEND Support	13	5%
EHCP	9	3.5%
EAL	21	8.3%
Living in 25% most deprived areas	12	4.7%

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,410
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£14,410

## Part A: Pupil premium strategy plan

### Statement of intent

*At Cheadle Catholic Infant 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 intend for all our pupils from a disadvantaged background to leave CCIS as confident individuals who are ready for Key Stage 2 education. They will read fluently and widely, forming opinions on books and authors. They will write fluently with expression and will solve mathematical problems accurately.*

*We aim 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*
- Focus on developing the pupils' reading skills so that they can access the curriculum provided.*
- 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 extra-curricular 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

2	Oral language skills in Nursery and Reception. This can affect and slow reading and writing progress in subsequent years.
3	Reduced access to texts for reading for pleasure
4	Low self-esteem/self-confidence/resilience/ anxiety
5	Support for parents
6	Limited enrichment opportunities
7	Attendance & punctuality. Regular punctual attendance is a challenge for a small minority of our PP pupils. Persistent absence to be reduced to below 1% and for attendance to be in line with all 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
1. 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
2. Improve oral language skills for pupils eligible for PP in Nursery and Reception.	PP children in Nursery & Reception make expected + progress by end of Reception so that all meet age related expectations.
3. To develop pupils fluency in reading, including those most disadvantaged	Confident fluent reading of age related texts
4. To enhance children's resilience, independence and self-esteem	Improved engagement and participation in activities.
5. To ensure the families of PP children are able to access parenting support	Confident parents. Parents understand how to support their children to become happy & successful learners.
6. To enhance equality of opportunity for enrichment activities	PP children all accessing trips/visits and being given wider curriculum opportunities. 100% attendance on all school trips.
7. For all PP pupils to attend school regularly and on time. PA below 1% and attendance in line with all pupils	There will be a consistently sharp focus by teachers on the attendance and punctuality of PP pupils.

## Activity in this academic year

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

### Teaching

Budgeted cost: **£19,390**

Activity	Evidence that supports this approach	Challenge number(s) addressed	IMPACT REVIEW JULY 2025 GREEN-Embedded AMBER-Developing RED-To Develop
<p><i>-Daily whole class reading</i> <i>-Daily differentiated phonics</i></p> <ul style="list-style-type: none"> <li>• <i>Book purchase £200</i></li> <li>• <i>Read, Write, Inc resources &amp; training</i></li> <li>• <i>Staff INSET</i></li> <li>• <i>Training</i></li> <li>• <i>Subject Leader Release</i></li> <li>• <i>Access to library texts</i></li> <li>• <i>PP Leader 3 days per year release to monitor progress of PP spend and PP children. £507</i></li> </ul>	<p><b>EEF Toolkit</b> and evidence of best practice- <b>Phonics</b> (Average impact + 5 months)</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	1, 2 & 3	<p>Read, Write, Inc fully embedded and new staff trained.</p> <p>PP children are daily 'spotlight' children working with TAs 1:1 for at least 10 mins per day</p> <p><b>Impact:</b></p> <p>67% PP children in Reception met GLD V 79% all pupils.</p> <p>100% of PP children passed Year 1 phonics screening V 89% all pupils.</p> <p>67% of PP children met in reading at end of Year 2 V 80% all children.</p>

<p><i>-Well Comm (SALT) assessment &amp; daily interventions for EYFS pupils</i></p>	<p><b>EEF Toolkit</b> The average impact of oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language</p>	<p>1 &amp; 2</p>	<p>Targeted children received daily 1: 1 SALT intervention.</p> <p>Impact:</p> <p>100 % Reception children met in Communication &amp; Language at the end of Rec V 95% all pupils</p>
<p><i>HLTA cover to release reading/ phonics leader 1 day per half term:</i></p> <p><b>£683</b></p>	<p><b>EEF Toolkit</b> and evidence of best practice- <b>Phonics</b> (Average impact + 5 months)</p> <p>Reading/ phonics leader will monitor the teaching of phonics and reading. She will provide high quality CPD to staff through coaching, team teaching and constructive feedback.</p>	<p>1 &amp; 2</p>	<p>Impact:</p> <p>100% of PP children passed Year 1 phonics screening V 89% all pupils.</p>
<p><i>To engage the services of the SEMH teacher to support parents in dealing with pupils suffering from anxiety/ self- esteem and emotional needs</i></p> <p><i>Additional part time TA support in Nursery this year</i></p> <p><b>£9,000</b></p>	<p>SEMH teacher reports.</p> <p>Presentation of pupils in social settings.</p> <p>Improved attendance</p> <p>Parental feedback.</p>	<p>5</p>	<p>Daily scheduled support sessions for pupils including art therapy.</p> <p>Additional part time TA in EYFS to support individual children.</p> <p>Improved attendance of PP children.</p>
<p><i>Active sport's lunchtimes.</i></p> <p><i>All children to take part in at least 60 mins of physical activity per day</i></p> <p><b>SHAPES PE Leader to train and support Midday Assistants</b></p> <p><b>0.5 days per term</b></p>	<p><b>EEF Toolkit</b>-There is a small positive impact of physical activity on academic attainment (+1 month) .</p> <p>While this evidence summary focuses on the link between physical activity and academic progress, it is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides.</p>	<p>4</p>	<p>Improved behaviour at lunchtimes.</p> <p>Less accidents.</p> <p>Children are active and happy at lunchtime.</p>

## Targeted academic support Budgeted cost: £ 10,779

Activity	Evidence that supports this approach	Challenge number(s) addressed	<b>IMPACT REVIEW JULY 2025</b> <b>GREEN-Embedded</b> <b>AMBER-Developing</b> <b>RED-To Develop</b>
<p><b>Reading:</b> Subscription to Cheshire Library Service. Cheshire Library Service <b>£3429</b></p> <p>Schl librarian : half a day per week <b>£3549</b></p> <p>Regular 'reading for pleasure,' sessions/ 'drop everything and read' sessions. PP children to have opportunities to attend a library session in the school library every week with school librarian. PP children will receive extra library books to take home if they wish.</p>	<p><b>EEF Toolkit – Reading Comprehension Strategies</b> 1. Reading comprehension strategies are high impact on average (+6 months).</p>	1,2 & 3	<p>Every classroom has a well stocked reading corner with a variety of diverse and age appropriate texts.</p> <p><b>Impact:</b></p> <p>Reading for Pleasure offer is strong. All PP children received extra library books to borrow. Children enjoy reading.</p> <p>High levels of progress in reading from starting points.</p> <p>67% of PP children met end of year expectations in reading at the end of Year 2 V 80% all children.</p>
<p>Daily phonics intervention in small group/ 1:1 by TA or CT</p> <p>30 mins per day x 10 children <b>£1,267</b></p>	<p><b>Pupil progress in phonics</b> <b>EEF Toolkit</b> and evidence of best practice- <b>Phonics</b> (Average impact + 5 months) <b>EEF Toolkit – Reading Comprehension Strategies</b> 1. Reading comprehension strategies are high impact on average (+6 months).</p>	1, 2 & 3	<p><b>Impact:</b></p> <p>67% PP children in Reception met GLD V 79% all pupils.</p> <p>100% of PP children passed Year 1 phonics screening V 89% all pupils.</p>



			67% of PP children met in reading at end of Year 2 V 80% all children.
<p>Daily maths intervention:</p> <ul style="list-style-type: none"> <li>Daily revision key/ basic skills &amp; knowledge 1:1 by TA or CT</li> </ul> <p>30 mins per day x 10 children</p> <p><b>£1,267</b></p>	Pupil progress in maths	1	<p>High levels of attainment and progress across school (from starting points).</p> <p>EYFS Outcomes for PP children in number:</p> <p>67 % V 92% all pupils</p> <p>Year 1 outcomes for PP children in maths:</p> <p>25% V 82% all pupils.</p> <p>Year 2 outcomes for PP children in maths:</p> <p>83% V 85% all pupils.</p>
<p>Speech &amp; language small group work with TA or CT</p> <p><b>30 mins per day x 5 children</b></p> <p><b>£1267</b></p>	Increased social confidence & interaction with peers through observation	2 & 4	<p>Targeted children received daily 1: 1 SALT intervention.</p> <p><b>Impact:</b></p> <p>100 % Reception children met in Communication &amp; Language at the end of Rec V</p> <p>95% all pupils</p>

**Wider strategies** Budgeted cost: £ 800

Activity	Evidence that supports this approach	Challenge number(s) addressed	IMPACT REVIEW JULY 2025 GREEN-Embedded AMBER-Developing RED-To Develop
<b><i>All PP pupils will be financially provided by the school for the following:</i></b>	Pupils given the same opportunities as their peers. Increase in confidence and self-esteem.	3, 4 & 5	All PP children attended class trips, accessed workshops and were given the opportunity to attend paid clubs.

<ul style="list-style-type: none"> <li>• <i>School visits</i></li> <li>• <i>School visitor events</i></li> <li>• <i>Music Tuition</i></li> <li>• <i>Spanish tuition</i></li> <li>• <i>Chess Club</i></li> <li>• <i>Art Club</i></li> </ul> <p><b>£800</b></p>			
<p><b>Forest Schools:</b>  <i>Building and developing Forest School Area.</i>  <b>Forest School 1 day per week (3 terms)</b></p>	<p><b>EEF: Outdoor adventure.</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.</p> <p><b>EEF: Metacognition &amp; self regulation</b>  Metacognition &amp; 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>	4 & 6	<p>Forest School sessions focussing on resilience, independence, Communication &amp; language and team work</p> <p>Children are given the opportunity to explore outdoors and take risks.</p>
<p><b>To improve attendance so that PA is below 1% and overall attendance in in line with all pupils.</b></p>	<p>DFE case studies  EEF T&amp; L Toolkit, parent engagement.</p>	7	<p>Regular parent meetings</p> <p>Attendance letters sent home half termly</p> <p><b>Impact:</b></p> <p>PP Persistent absence: 7% V 4.9% all pupils</p>

## Total budgeted cost: £21,969

End of KS1 outcomes 2025

<i>Based on Teacher Assessment</i>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Combined</b>
<b>Meeting End of KS1 Expectations 2025</b>				
<b><i>PP (4 pupils)</i></b>	<b>67%</b>	<b>67%</b>	<b>83%</b>	<b>67%</b>
<b><i>Pupils not eligible for PP</i></b>	<b>80%</b>	<b>70%</b>	<b>85%</b>	<b>72%</b>
<b>EYFS GLD</b>				
<b><i>PP ( 4 pupils)</i></b>	<b>100%</b>			
<b><i>Pupils not eligible for PP</i></b>	<b>79%</b>			

**Year 1 Phonics: 50% (4 pupils) V 89% pupils not eligible for PP**

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*

<b>Programme</b>	<b>Provider</b>
Read, Write, Inc	R, W, Inc
Purple Mash	2Simple
White Rose Maths	WRM