Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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	***Cheadle Catholic Infant School***
Number of pupils in school	245 (including Nursery) 208 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	4% excluding Nursery
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Autumn 2027
Statement authorised by	Pamela Glynn
Pupil premium lead	Jolene McMonagle
Governor lead	Leanne Millar

Context:

Whole School Overview		
	Total	%
Whole School including Nursery	245	7%
Whole School excluding Nursery	208	8%
Boys	incl N: 119 excl N: 108	
Girls	incl N: 126 excl N: 108	
Pupil Premium including Nursery	8/245	3%
Pupil Premium excluding Nursery	8/208	4%
SEND Support	14/245	5.7%
EHCP	6 /245	2%
EAL	23/245	9%

Living in 25% most deprived areas	6/245	2.4%

Detail	Amount
Pupil premium funding allocation this academic year	£33,920
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£33,920

FUNDING OVERVIEW: 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: **£ 16208**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To engage the services of the Inclusion Team and other support to aid work with parents and pupils regarding anxiety/self-esteem/emotional needs. Additional part time TA support in Nursery this year **3 days per week:** **£11730** Mental Health teacher half a day a week release time to work with Mental Health practitioner. **£ 3186**	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) **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning** We continue to be part of the Stockport Mental health Hub. We have a Mental health practitioner assigned to our school. She works in school one day a week and will support children, families and staff with mental health needs.	2,3
Continued staff CPD to develop adaptive practice in order to ensure children reach ARE	Adapting teaching provides focused support to pupils who are not making progress and is likely to improve outcomes. Adapting-teaching	1
-Well Comm (SALT) assessment & daily interventions for EYFS pupils	**EEF Toolkit** 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 **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions**	1 & 2

HLTA cover to release reading/ phonics leader 1 day per half term : **£735**	**EEF Toolkit** and evidence of best practice- **Phonics** (Average impact + 5 months) 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.	1 & 2
Active sport's lunchtimes. All children to take part in at least 60 mins of physical activity per day **SHAPES PE Leader to train and support Midday Assistants** **I hour per term** **3 hours x 14 middays:** **£557**	**EEF Toolkit-**There is a small positive impact of physical activity on academic attainment (+1 month) . 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. **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity**	4

Targeted academic support Budgeted cost: **£7294.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading: Subscription to Cheshire Library Service. Cheshire Library Service: **£3058.50** Schl librarian : half a day per week: **£3186** 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.	**EEF Toolkit – Reading Comprehension Strategies** 1. Reading comprehension strategies are high impact on average (+6 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2 & 3
Daily phonics intervention in small groups/ 1:1 by TA or CT 30 mins per day **£350**	**Pupil progress in phonics** **EEF Toolkit** and evidence of best practice- **Phonics** (Average impact + 5 months) **EEF Toolkit – Reading Comprehension Strategies** 1. Reading comprehension strategies are high impact on average (+6 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2 & 3

Daily maths intervention: • Daily revision key/ basic skills & knowledge 1:1 by TA or CT 30 mins per day: **£350**	Pupil progress in maths https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
Speech & language small group work with TA or CT **£350**	Increased social confidence & interaction with peers through observation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2 & 4

Wider strategies Budgeted cost: **£ 11,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP pupils will be financially provided by the school for the following: • School visits • School visitor events • Music Tuition • Spanish tuition **£1000**	Pupils given the same opportunities as their peers. Increase in confidence and self-esteem.	3, 4 & 5
Children to access funded school trips **£1000**	Wider benefits such as more positive attitudes to learning and increased well-being	3, 4 & 5
3 terms x 1 day a week **Forest school Lead Teacher £9,500**	**EEF: Outdoor adventure.** Outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. **EEF: Metacognition & self regulation** Metacognition & 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4 & 6
To improve attendance so that PA is below 1% and overall attendance in in line with all pupils.	DFE case studies EEF T& L Toolkit, parent engagement.	7

Total budgeted cost: £ 35,002.50

Pupil premium strategy outcomes

Outcomes – Pupil Premium pupils 2025-26
Based on Teacher Assessment

8 PP pupils	End of Key Stage One Meeting End of KS1 Expectations		
	Reading	Writing	Maths
	75%	62%	50%
National	56%	48%	59%
Phonics Screen Check Pass			
3 PP pupils	66%		
National	68%		
9 PP pupils	EYFS GLD		
	54%		
National	55%		

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

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