

## Pupil premium strategy statement

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 Hulme Primary School
Number of pupils in school:	424
Proportion (%) of pupil premium eligible pupils:	24 pupils 5.6%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Joe Maguire, Head of School
Pupil premium lead	Lauren Illidge, Assistant Head of School
Governor / Trustee lead	Natalie Samuels, Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,640
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£26,640</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is **for everyone**, regardless of background or circumstance, to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

At Cheadle Hulme Primary School, we believe in 'Preparing our children for a world they know and one yet to be discovered.' It is this aspirational ethos that is the bedrock our Pupil Premium intent.

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. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our ultimate objectives for our disadvantaged children are;

- Ensuring all pupils receive a personalised offer of quality first teaching;
- Closing the attainment gap between disadvantaged pupils and their peers;
- Providing targeted academic support for pupils who are not making the expected progress;
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital

## Challenges

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

Challenge number	Detail of challenge
1	<i>Communication and engagement with parents, including any technology issues</i>
2	<i>Retention and recall of key facts and knowledge</i>
3	<i>Acquisition of Phonics and Early Reading strategies that develop into Reading for Pleasure</i>
4	<i>Acquisition and application of Number</i>
5	<i>Personal, social and emotional needs</i>
6	<i>Attendance and punctuality</i>

## 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
<p><b>Attainment of disadvantaged pupils</b> will be equivalent to, or greater than that of their peers with similar starting points</p>	<ul style="list-style-type: none"> <li>• Class Teachers will provide QFT strategies</li> <li>• Professional Learning schedule to prioritise aspects of SDP including staff training in relevant aspects of T&amp;L</li> <li>• Strengths and barriers to learning will be identified in Pupil Premium Profiles</li> <li>• Summative assessments to be administered once a term</li> <li>• Pupil progress to be analysed and discussed through Pupil Progress Review Meetings termly</li> <li>• Subject Leaders will monitor pupil outcomes (through observations, pupil voice and book moderations)</li> </ul> <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• In-year assessment data using ARE tracker for all year groups</li> <li>• Summative tests (E.g. NFER) administered in Autumn, Spring and Summer</li> <li>• End of year ARE trackers</li> <li>• ELG/PSC/MTC, End of Key Stage assessment outcomes in relevant year groups</li> </ul>
<p>Disadvantaged pupils will be provided with <b>targeted support based on specific academic needs</b>. This will result in <b>retention of key facts and knowledge</b> enabling disadvantaged pupils to make progress across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Teaching Staff will administer academic interventions to target specific academic needs</li> <li>• Class Teachers will analyse summative assessments and, alongside SLT, will discuss next steps regarding targeted support including interventions</li> <li>• Class Teachers will provide frequent responsive feedback to immediately address identified misconceptions.</li> <li>• Retrieval practice will be prioritised across all curriculum areas to assessment retention of key facts and knowledge and ensure they are transferred to long term memory</li> </ul> <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• In-year assessment data using ARE tracker for all year groups</li> </ul>

	<ul style="list-style-type: none"> <li>• In-year monitoring (observations and pupil outcomes) including specific focus on disadvantaged pupils' outcomes</li> <li>• Entry and exit information for any adult-led intervention using quantitative and qualitative data, including pupil voice</li> <li>• Summative tests (E.g. NFER) administered in Autumn (Year 2 upwards), Spring and Summer</li> <li>• End of year ARE trackers</li> <li>• ELG/PSC/MTC/End of Key Stage assessment outcomes in relevant year groups</li> </ul>
<p>All pupils, including disadvantaged will achieve and <b>maintain high levels of attendance and punctuality</b> and be <b>confident and successful learners</b> who, alongside their families, value their right to an education (article 28).</p>	<ul style="list-style-type: none"> <li>• Attendance and punctuality are monitored closely for all pupils including disadvantaged</li> <li>• Parents/carers recognise the value in sustaining high rates of attendance</li> <li>• Parents/carers prioritise punctuality and consistent morning routines</li> <li>• Class teachers and wider school staff will champion attendance and collaborate to achieve the best outcomes for all pupils</li> <li>• Parent/carer attendance meetings will provide proportionate support and challenge to improve attendance/punctuality</li> </ul> <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• Increase in attendance % across school and for pupil group inline/above national average</li> <li>• Pupil voice will evidence that children will arrive at school on time and ready to learn</li> <li>• Improved academic outcomes directly related to exposure to more learning time evidenced through termly assessment</li> <li>• Parent survey will indicate families feel supported by school</li> </ul>

<p><b>Targeted support and quality teaching</b> will ensure disadvantaged children are <b>confident, competent readers</b> who find <b>life-long joy in reading</b>.</p>	<ul style="list-style-type: none"> <li>• Class teachers and Learning Support Assistants, supported by reading lead, ensure early readers experience high quality Systematic Synthetic Phonics</li> <li>• A wide variety of high-quality texts will be accessible in the school library</li> <li>• Timely intervention will be employed to address gaps in reading/Phonics</li> <li>• 1:1 Daily reading will take place for those who have been identified as requiring additional practice</li> <li>• Disadvantaged children will talk positively about books</li> <li>• Teachers will be well informed about current children's literature</li> <li>• Children engaging positively in RRSA DfE led activities</li> <li>• Celebrations of Nationally recognised reading days will raise the profile of authors, books and poetry</li> <li>• Author visitors and local library visits will enrich the cultural capital of ALL children.</li> </ul> <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• Monitoring of pupil outcomes through observations of pupils in sessions and book moderations (disadvantaged book moderations in addition to core subject book moderations and Home Learning)</li> <li>• Pupil voice relating to attitudes towards reading</li> <li>• Monitoring of termly internal data through pupil progress meetings and End of Key Stage assessments</li> <li>• Monitoring of parental engagement of reading at home</li> <li>• PSC data analysis and subsequent planning</li> <li>• Entry and exit data of intervention demonstrate impact of early intervention</li> </ul>
<p><b>Targeted support, based on pastoral needs</b>, provides personal, social and emotional guidance for disadvantaged pupils and their families, to enable them to feel confident within themselves allowing them to focus and progress academically</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils' personal, social and emotional needs are met through pastoral support – this is carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers review pastoral needs and progress within core subjects with SLT each term (PPR meetings and additional PP meetings)</li> <li>• Pupil voice is captured through adult-led interventions and reflect a positive experience from the perspective of the child</li> <li>• Pupils are seen to be confidently participating in academic and social</li> </ul>

<p>planned with the bigger picture in mind and in sensitive consideration to the individuals' current circumstance</p> <ul style="list-style-type: none"> <li>• Targeted support to ensure potential family economic or social disadvantage do not limit the pupils from demonstrating their full potential in social situations</li> <li>• The pastoral needs of disadvantaged pupils are targeted to ensure development of 'whole child' and are happy at school</li> <li>• Disadvantaged pupils feel confident, and are supported, in participated in all aspects of school life in a way that is no different to non-disadvantaged peers</li> </ul>	<p>situations within and across all aspects of school life</p> <ul style="list-style-type: none"> <li>• Parent views relating to their child's academic and pastoral development are positive and are shared with class teachers through verbal and written means of communication (e.g. pupil profiles, Parents' Evening, Home Learning, Reading Record books and as part of more informal exchanges at the beginning / end of the school day)</li> <li>• Targeted pastoral intervention will be securely established</li> </ul> <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• In-year monitoring documents (e.g. ARE Tracker, Pupil Progress Review Meetings, Pupil Profiles – including pupil voice)</li> <li>• Entry and exit information for any adult-led intervention using quantitative and qualitative data (including pupil voice)</li> <li>• Adult observations and knowledge of the children, alongside parent/carer views</li> <li>• Entry/exit data from pastoral intervention will evidence progress against targets set</li> <li>• Parent engagement in TAS process will positively impact</li> </ul>
<p><b>Communication and collaboration</b> with disadvantaged pupils' parents and carers will <b>support provision offered</b> in school.</p>	<ul style="list-style-type: none"> <li>• Parents and carers will attend and positively engage with school events. E.g. Parents evenings</li> <li>• Evaluated parent engagement strategy</li> <li>• Parents and carers will communicate openly with school in the best interests of their child(ren).</li> <li>• Parents and carers will support home learning. E.g. Reading, Spellings...</li> <li>• Parents and carers will send their child(ren) to school prepared for the day. E.g. PE kit, forest school equipment, reading books...</li> </ul> <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• Day-to-day communication with class teachers</li> <li>• Monitoring of parental engagement of school events or meeting pertaining to their child(ren)</li> <li>• Parent and child views (PPP)</li> </ul>

	<ul style="list-style-type: none"> <li>• Observation and feedback from class teachers</li> <li>• Parental engagement in all aspects of home learning</li> </ul>
<p>Disadvantaged children will receive <b>targeted intervention</b> to ensure <b>number fluency</b> is embedded and early identification of gaps in learning are identified and addressed through QTF and intervention.</p>	<ul style="list-style-type: none"> <li>• Introduction of maths knowledge organisers to identify key learning</li> <li>• Disadvantaged children achieve MTC in line with their peers</li> <li>• Responsive maths interventions will target current learning gaps</li> <li>• Multiplication and division fluency will increase through the introduction of TT Rockstars in Key Stage 2 for use at home and school</li> <li>• Engagement in specialist Maths support will ensure rigor and progression of strategies and mathematical concepts</li> <li>• Children will develop number fluency through consistent implementation of daily morning arithmetic tasks</li> <li>• Outcomes in statutory End of Key Stage maths assessments are in line with, or above National average</li> <li>•</li> </ul> <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• In-year monitoring documents (e.g. ARE Tracker, Pupil Progress Review Meetings, Pupil Profiles – including pupil voice)</li> <li>• Entry and exit information for any adult-led intervention using quantitative and qualitative data (including pupil voice)</li> <li>• Adult observations and knowledge of the children, alongside parent/carer views</li> <li>• Statutory end of key stage assessment analysis including MTC (Year 4)</li> </ul>

## Activity in this academic year

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

### Teaching

Budgeted cost: £15k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional Learning developing teaching and learning based on cognitive science</p> <p>Professional learning and staff engagement in developing mathematical pedagogy (TRG)</p> <p>Reading lead action plan to develop reading for pleasure culture</p>	<p>EEF Cognitive Science in the Classroom: A review of evidence</p> <p>EEF Professional Development Guidance Report</p> <p>EEF Improving Maths in Key stage 2 and key stage 3</p> <p>EEF improving maths in EYFS and Key Stage 1</p> <p>Reading Framework 2021</p> <p>EEF Improving Literacy</p>	2, 3 and 4
Recruitment of pastoral intervention lead and implementation of intervention	EEF Improving Social and Emotional Learning in Primary Schools	5 and 6
Collaboration with The Teacher Research Group (Maths Hub) to develop Mastery approach for teaching and learning	EEF Improving Maths in Key stage 2 and key stage 3	2 and 4
Develop parental engagement strategy and assign SLT lead	EEF: Parental Engagement	1
Pupil Progress Review Meetings for disadvantaged pupils	EEF Closing the attainment gap	2, 3 and 4
Curriculum development building retrieval based on substantive knowledge utilising secondary specialists to develop curriculum content and sequence	EEF Guide to the Pupil Premium	2



QFT Strategies	Small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact (EEF T&L Toolkit). This research states that 'effects on pupils from disadvantaged backgrounds also tend to be particularly positive'	2, 3, 4
Implement Primary Writing Strategy EYFS-Y6	EEF Guide to the Pupil Premium EEF Preparing for Literacy	2, 3, 4

## Targeted academic support

Budgeted cost: £8k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupil progress by considering individual needs - Class teacher led interventions (including 'extra curricula Club' where needed)	DfE Report (Nov 2015) cites 'paired or small group additional teaching' as having a positive impact on progress of PP pupils	5 and 6
Needs of pupils are known and matched to support including those with SEND	Teaching Schools Council report on Effective Pupil Premium Reviews cites importance of a cycle of monitoring and evaluation of current practice	2, 3, 4
WELCOMM	The EEF Teaching and Learning Toolkit states; 'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.'	3
FFT Success for all phonics and RAP	EEF Providing targeted interventions to support language development, literacy and numeracy	3
Pastoral Support - The 'whole child' is developed alongside academic progress being made	DfE Report (Nov 2015) indicates that successful schools have 'an individualised approach to addressing barriers to learning and emotional support' – this will be done by utilising the skills and expertise of our SENDCo who will identify appropriate and targeted support for disadvantaged pupils	5
Evidenced based Interventions	EEF Teaching and Learning Toolkit states 'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.'	2, 3, 4

## Wider strategies

Budgeted cost: £ 4k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent/Carer engagement strategy	Research from the Education Endowment Fund (EEF) cites parental involvement as a key factor in whether pupils succeed in school.	1
Appointment of Pastoral Lead	EEF Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully	5
Parent workshops	EEF Teaching and Learning toolkit suggests, 'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.' The EEF Guidance Report for Working with parents to support children's learning states; 'Provide practical strategies to support learning at home',	1
Extra-Curricular clubs/activities	The Social Mobility Commission (2016) examines the importance of extra-curricular activities and notes numerous positive outcomes.	5 and 6
Develop behaviour routines across school	EEF Guide to the Pupil Premium	5
Assign SLT Attendance lead and further develop attendance approaches	DfE: Working Together to Improve School Attendance	6
All staff have raised expectations of disadvantaged pupils and positively discriminate towards their potential success	Andy Cope's work in 'Positive Psychology' challenges generalisations and draws attention to potential distraction and distortion of the view(s) that teachers may develop towards individuals/groups within their class/cohort. Use this research to shift towards a culture of optimism and positivity towards challenging aspects of the role of a teacher and those pupils that may find learning difficult as a result of their academic, pastoral or economic background	5
Develop pupil well being champions linked to Dpt of Health and Social Care	EEF Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully	5

Analysis of attendance figures and early intervention to support families in conjunction with the EWO.	Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. EEF	6
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**Total budgeted cost: £27k**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our objectives for the small number of disadvantaged children were;

- Ensuring all pupils receive a personalised offer of quality first teaching;
- Closing the attainment gap between disadvantaged pupils and their peers;
- Providing targeted academic support for pupils who are not making the expected progress;
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital

Progress of these objectives are outlined below and the evidence of impacts includes:

- 85% of children achieved GLD at the end of Reception. Our children in receipt of Pupil Premium made excellent progress from their starting points.
- 100% of pupils in receipt of Pupil Premium Funding achieved the expected standard in the Phonics Screening Check in Year 1
- 100% of children in receipt of Pupil Premium Funding Achieved the expected standard in the Phonics Screening Check in Year 2

#### Year 1 Phonics Screening Check 2024

National (2024)	School	Disadvantaged
80%	93%	100%

#### End of Key Stage One – Summer 2024

	EXS+		
	National (2021-22)	School	Disadvantaged
Reading	67%	83%	60%
			3/5

Writing	58%	81%	60%
			3/5
Maths	68%	83%	60%
			3/5

TAS and/or an SFP provision is in place for 3/5 pupils in this cohort as well as personalised provision to address barriers to learning for all 5 disadvantaged pupils. All children have made significant academic and pastoral progress from their starting points.

Attendance and punctuality have been identified as an additional area of focus this academic year, taking into consideration the National % reduction in attendance of disadvantaged families. This is applicable to a small number of pupils in receipt of Pupil Premium funding compared to wider school. Termly tracking and family support has seen a significant improvement in attendance with:

- Improvement in attendance of disadvantaged pupils (>95% following term on term improvement for 7/9 pupils monitored)
- EWO praised the school's rigor and practices for attendance (inc disadvantaged) during the summer attendance review meeting

Significant progress has been made against the intended outcomes and with the current and planned provision in place we are on track to achieve the aims we set out.

Activity	Impact
Professional Learning allowing for studying of theories with direct links to implications for the classroom; enabling staff to become experts in teaching reading; develop staff expertise in inclusion focusing on anti-racism	<p>Through professional learning, staff have revisited Rosenshine's principles of instruction, to further develop Quality First Teaching strategies based upon cognitive science. Wider professional learning has been undertaken to develop retrieval practice with assessment being a focus to ensure comprehensive and impactful routines and strategies are in place to address misconceptions and move learning forward.</p> <p>Anti-racism vocabulary was shared and discussed bi-weekly in context to further develop staff expertise and confidence in teaching an anti-racist curriculum. Bookshelf texts were reviewed in light of inclusion to ensure all pupils are represented and exposed to cultures outside of those within our school community resulting in increased engagement in bookshelf texts, positively impacting outcomes.</p> <p>Bespoke training of FFT Success for All phonics has been delivered by the schools phonics lead to both teachers and LSAs ensuring all staff are experts in teaching early reading, the impact of which is evidenced</p>

	through Wider reading outcomes and the Phonics Screening Check results being significantly above national average.
Developing vocabulary – Subject Leads to identify tier 2 and tier 3 words relevant for subject; Subject Leads to develop Knowledge Organisers and teaching and learning sequences (including regular low stakes testing and time for retrieval)	Curriculum development has been at the forefront of developing vocabulary, with tier 3 vocabulary being identified on medium term plans. Lead by the Trust Directors of Primary Curriculum, comprehensive professional learning has been delivered to all staff in regard to developing lesson sequences, with a focus on retrieval. This was further developed by Trust wide professional learning on 'the forgetting curve'.  Retrieval is highlighted within each subjects learning cycle and routines have been developed to ensure this is a key feature in every lesson. Specific professional learning has taken place to ensure recap Vs retrieval is clear and all staff utilise retrieval practices to ensure learning is transferred to long term memory.
Analysis of attendance figures and early intervention to support families in conjunction with the EWO.	Individual racking of attendance and punctuality of children in receipt of pupil premium has seen an improvement in attendance of disadvantaged pupils (>95% following term on term improvement for 7/9 pupils monitored). The schools Educational Welfare Officer praised the school's rigor and practices for attendance (inc disadvantaged) during the summer attendance review meeting. Ensuring continued improvement in attendance will remain a focus.
Disadvantaged pupils receive targeted support for both their academic and pastoral needs	Through termly PPR meetings and targets set, early identification of need and targeted, measurable intervention has been implemented to take appropriate steps to ensure disadvantaged pupils are making progress from their starting points. Aspirational targets alongside external Trust and local authority services support have enabled significant progress to be made pastorally and rigor in monitoring attendance alongside school/family communication continues to positively impacting disadvantaged pupils daily access to the provision planned for them at school. Further targeted support is provided through termly PEPs which have been praised for their impact by virtual schools.
Subject monitoring and QFT strategies	A yearly cycle of subject monitoring is in place for all subjects. These are led by the subject leads and are supported by the schools senior leaders. This has been further strengthened this year through cross-school collaboration lead by the Primary Academic Leads. Further professional learning has been undertaken by teachers to ensure their subjects are implemented successfully. An ongoing, shared focus across the staff team is the identification of deficit in cultural capital for our pupils in receipt of pupil premium funding and how our curriculum and opportunities for learning outside the classroom can take realistic but aspirational steps to address wider disadvantage and social mobility. The appointment of an Enrichment Curriculum TLR exemplifies the prominence of our wider curriculum offer.
Pupils are inspired by reading within the curriculum and are motivated to widen their independent reading choices/efforts as a culture of 'reading for pleasure' is further embedded across the curriculum; The appointment of a Reading Lead (TLR) with a focus on early reading inc SSP, storytelling and Reading for Pleasure	A Reading Lead (TLR) was appointed. Staff engaged in Professional Learning on diversifying curriculum book shelves and texts through a specialist book provider and to ensure all children feel represented through the book choices available in school. Further work is ongoing to identify underrepresentation with a professional learning meeting booked at a local bookshop to develop staff's knowledge of current authors and seek expert advice of quality text choices.  The schools' Reading Lead has made significant improvements to the school library, ensuring a comprehensive and engaging selection of books is available. Drop in sessions are provided to pupils weekly and pupil librarians have been appointed to lead on library organisation and use. Staff have received professional learning to develop their use of the library with a focus on book recommendations. Staff bookshelves have been created demonstrating staff as readers and these are shared in the

	<p>school newsletter and outside each classroom. A half termly newsletter about reading is created by the Department for Education to promote reading at home and raise the profile of reading for pleasure in the wider community.</p> <p>Performance poetry continues to enrich the curriculum for our disadvantaged pupils; celebration of National Poetry week was further enhanced by a visit from a performance poet who performed and delivered workshops across KS1 and KS2.</p>
The appointment of a Reading Lead (TLR) with a focus on early reading inc SSP, storytelling and Reading for Pleasure	The reading lead has facilitated external poets visiting school and running workshops, developed the school library contents to engage a wider audience and provide a diverse range of texts and is undergoing work on developing class libraries and reading provision. The impact on the schools reading culture and routines has been positively reflected in both pupil voice and through assessment outcomes.

## Externally provided programmes

Programme	Provider
Spelling Shed	Edshed
Office 365	Microsoft
TT Rockstars/Numbots	Maths Circle
WellComm	GL Assessment
Motor Skills United	Stockport Occupational Therapy Team
FFT Success for All Phonics	FFT