

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 2025
Date on which it will be reviewed	December 2026
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	£35,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35,960

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

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

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

<p>planned with the bigger picture in mind and in sensitive consideration to the individuals' current circumstance</p> <ul style="list-style-type: none"> • Targeted support to ensure potential family economic or social disadvantage do not limit the pupils from demonstrating their full potential in social situations • The pastoral needs of disadvantaged pupils are targeted to ensure development of 'whole child' and are happy at school • 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 	<p>situations within and across all aspects of school life</p> <ul style="list-style-type: none"> • 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) • Targeted pastoral intervention will be securely established <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> • In-year monitoring documents (e.g. ARE Tracker, Pupil Progress Review Meetings, Pupil Profiles – including pupil voice) • Entry and exit information for any adult-led intervention using quantitative and qualitative data (including pupil voice) • Adult observations and knowledge of the children, alongside parent/carer views • Entry/exit data from pastoral intervention will evidence progress against targets set • Parent engagement in TAS process will positively impact
<p>Communication and collaboration with disadvantaged pupils' parents and carers will support provision offered in school.</p>	<ul style="list-style-type: none"> • Parents and carers will attend and positively engage with school events. E.g. Parents evenings • Evaluated parent engagement strategy • Parents and carers will communicate openly with school in the best interests of their child(ren). • Parents and carers will support home learning. E.g. Reading, Spellings... • Parents and carers will send their child(ren) to school prepared for the day. E.g. PE kit, forest school equipment, reading books... <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> • Day-to-day communication with class teachers • Monitoring of parental engagement of school events or meeting pertaining to their child(ren) • Parent and child views (PPP)

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

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: £20k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Learning developing teaching and learning based on cognitive science Professional learning and staff engagement in developing mathematical pedagogy (TRG) Reading lead action plan to develop reading for pleasure culture	EEF Cognitive Science in the Classroom: A review of evidence EEF Professional Development Guidance Report EEF Improving Maths in Key stage 2 and key stage 3 EEF improving maths in EYFS and Key Stage 1 Reading Framework 2021 EEF Improving Literacy	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 EEF improving maths in EYFS and Key Stage 1	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: £11k

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: £5k

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	Poor attendance at school is linked to poor academic attainment across all stages.	6

intervention to support families in conjunction with the EWO.	Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. EEF	
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Total budgeted cost: £36k

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 2024 to 2025 academic year.

Our objectives for the small number of disadvantaged children were;

- *Communication and engagement with parents, including any technology issues*
- *Retention and recall of key facts and knowledge*
- *Acquisition of Phonics and Early Reading strategies that develop into Reading for Pleasure*
- *Acquisition and application of Number*
- *Personal, social and emotional needs*
- *Attendance and punctuality*

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

- 87% 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 children in receipt of Pupil Premium Funding Achieved the expected standard in the Phonics Screening Check in Year 2

Whole school Overview 2025

	Reading	Writing	Maths
School	87%	80%	84%
Disadvantaged	77%	64%	73%

- Significant progress has been made by ALL pupils in receipt pupil premium funding.
- Data is inclusive of 5 disadvantaged pupils making accelerated progress in Reading, 3 pupils in Writing and 6 pupils in Maths

End of Key Stage Two – Summer 2025

Assessment		Disadvantaged	School	2024 National
EYFS	GLD	50% (2/4)	87%	67.7%
Year 1	Phonics Screening Check	67% 2/3	92%	80%
Year 2	Reading	80%	85%	-
	Writing	80%	83%	-
	Maths	60%	78%	-
Year 4	Multiplication Tables Check	22+ 60%	87%	-
		22.6	24.03	Av Score 20.6
		60%	72%	25/25 34%
Year 6	Reading	50%	85%	74%
	Writing	50%	81%	73%
	Maths	50%	87%	72%
	RWM	50%	73%	61%

School Focus Plans were in place for all disadvantaged pupils in the Year 6 cohort as well as personalised provision and SEMH support to address wider barriers . All children have made significant academic and pastoral progress from their starting points.

Significant progress was made by disadvantaged pupils taking the MTC with a strong average points score above National average.

Attendance

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 13/15 pupils monitored)
- EWO praised the school's rigor and practices for attendance (inc disadvantaged) during the summer attendance review meeting
- Attendance is part of the school development plan with a focus on the new attendance framework.
- Development of attendance team
- Parental engagement around attendance to improve - Higher profile around attendance with children
- Early intervention to address punctuality and persistent absenteeism
- New Attendance framework training for attendance lead

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 developing teaching and learning based on cognitive science Professional learning and staff engagement in developing mathematical pedagogy (TRG) Reading lead action plan to develop reading for pleasure culture	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.
Implement Primary Writing Strategy EYFS-Y6	Strategy implemented and monitored termly to identify key skills for review. Writing monitored across the Trust

Recruitment of pastoral intervention lead and implementation of intervention	Pending – advertising Interventions have been implemented and class support, small group and 1:1 support provided from MHST
Collaboration with The Teacher Research Group (Maths Hub) to develop Mastery approach for teaching and learning	A Lead practitioner has been appointed and Continued Professional Learning has been undertaken and monitored positively impacting Maths provision for all. This will be continued into the next academic year.
Develop parental engagement strategy and assign SLT lead	Using the EEF Recommendations we focused on: Critically reviewing how we communicate with parents, provide practical support strategies to support learning from home, tailor school communications to encourage positive dialogue about learning and offer more sustained support where needed. See parent engagement strategy for associated actions
Pupil Progress Review Meetings for disadvantaged pupils	The Pupil Progress Review process has been further refined to ensure substantive focus remains for disadvantaged pupils. Provision is subsequently planned and the impact of data analysis and curriculum planning/adaptive teaching is evident the above data.
Curriculum development building retrieval based on substantive knowledge utilising secondary specialists to develop curriculum content and sequence	All year groups have a secondary link teacher initially in History to develop substantive knowledge. Planning has been monitored and reflective discussions have taken place to ensure content is non-biased. Retrieval slides have been implemented across the wider curriculum and a new PSHE overview has been developed. The impact is increased retention of substantive knowledge evident in end of unit assessments.
Parent workshops	Workshops were offered to parents covering Phonics, Home Learning, Maths, Digital Wellbeing, Y6 SATs. These were well attended and recorded for accessibility of all families.
Extra-Curricular clubs/activities	An increased number of extra-curricular clubs have been added to the schools offer with priority placements offered to disadvantaged pupils upon request. Additional enrichment such as LAMDA is offered and taken up by a number of pupils positively impacting personal, social and emotional needs as well as confidence.
Develop behaviour routines across school	New behaviour Policy drafted and currently under review. Further Professional Learning (FPL) focus on Tom Bennett, Running the room supporting clear and consistent routines. Professional Learning focus on behaviour.
Assign SLT Attendance lead and further develop attendance approaches	SLT member assigned, recognising this as a priority area.
All staff have raised expectations of disadvantaged pupils and positively discriminate towards their potential success	Review of provision for all pupils took place in Summer 2025 to ensure consistency of provision following transition. The PPR process ensures high expectations are consistently in place with additional 1:1 meetings held to ensure disadvantaged pupils achievement is maximised. This is evident in the in year progress in Reading and Maths where disadvantaged pupils made significant progress.
Develop pupil well being champions linked to Dpt of Health and Social Care	Group identified and championed at cabinet meeting agreeing Health and Care will lead on First aid training for pupils for the school empowering pupil action and voice alongside positively impacting pupil welfare.
Analysis of attendance figures and early intervention to support	Disadvantaged attendance is routinely tracked and positive year on year improvement is evidenced through tracking. Individual tracking of attendance and punctuality of children in receipt of pupil premium has seen an improvement in attendance of disadvantaged

families in conjunction with the EWO.	pupils (>95% following term on term improvement for 11/14 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.
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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
Reading Quest	FFT