

Pupil Premium Strategy Statement 2024 – 2027

St Edwards' CE Academy Cheddleton

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (not including Nursery)	179
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Sue Machin Headteacher
Pupil premium lead	Mrs Jessica Talks Inclusion Lead
Governor / Trustee lead	Mrs Jodie Calcutt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	6 x PP 1 x PP+ £11,720
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£11,720

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will teach **wisdom**, model and expect **respect** for all. We will nurture **compassion**, **responsibility**, **courage** and **perseverance**, equipping our pupils for life in all its fullness as **honest** adults in our diverse and ever-changing world.

Following Whole School pupil premium data analysis completed in Summer 2025, around 70% of all Pupil Premium children are working at ARE in Reading, Writing and Maths.

Across all areas of the curriculum, on the spot marking and feedback continues to ensure that our pupil premium pupils receive timely targeted interventions. In addition to this, pupils (including pupil premium) who find a particular topic difficult receive additional pre / post teaching and POP interventions to ensure that they meet objectives and standardised assessments are implemented to identify areas of strengths and difficulties.

Such regular assessments identify pupil premium children throughout the Academy who require additional intervention to achieve ARE and where possible AARE and this will remain a focus for the academic year 2025-2026.

100% of our pupil premium children have access to SEAC's inclusive curriculum, with CPD and regular good practice focus of Adaptive Teaching across all classes this year. We continue with our intent to offer access to after-school clubs to all of our pupil premium children.

We will continue to use Class Dojo as a method for engaging and interacting with our parents and celebrating successes. This has had proven success over the past 3 years with 100% of families (including pupil premium) accessing Class Dojo to share home learning and as a means of communication. The EEF states that increasing parental engagement and the completion of [homework](#) has a moderate impact (between +3-5months) for low cost.

We will continue to have a whole school focus on behaviour, and where necessary we will be providing interventions and pastoral support to those children who benefit from additional support in relation to their social, emotional and mental health. We aim to reduce significant behaviour incidents and use our policies and practice to encourage

consistent positive behaviours at all times. Where this is not possible, we will be encouraging engagement with external agencies in order to increase support to the child.

Additionally, our intent will include financial support and priority access to be given to pupil premium children to ensure that they access SEAC's full curriculum experience. This includes providing school uniforms, extra-curricular clubs, extra-curricular visits, residential trips, music lessons, fund-raising events and Brambles. This will remain an individualised focus for 2025-2026 following discussions with families.

Challenges

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

Challenge number	Detail of challenge
1	Reading 29% (2/7) of our pupil premium cohort are working at below age-related expectations in Reading. 1 child is significantly below age related expectations and we are in the stages of EHCP application to support their learning. All pupil premium children should be targeted and prioritised during reading teaching and learning.
2	Writing 29% (2/7) of our pupil premium cohort are working at below age-related expectations in Writing. 1 child is significantly below age related expectations and we are in the stages of EHCP application to support their learning. All pupil premium children should be targeted and prioritised during writing teaching and learning.
3	Maths 14% (1/7) of our pupil premium cohort are working at below age-related expectations in Maths. 1 child is significantly below age related expectations and we are in the stages of EHCP application to support their learning. All pupil premium children should be targeted and prioritised during Maths teaching and learning.

4	Personal Development Opportunities For some pupil premium families at SEAC, being able to afford and/or attend personal development opportunities, clubs, school trips, residentials, music tuition, school uniforms and / or Brambles provision is difficult. Some families require support to enable access to such extra-curricular opportunities.
5	SEMH Difficulties 29% (2/7) of our pupil premium cohort are experiencing SEMH concerns during their school routine, and we are supporting them with enhanced educational provision and personalised planning.
6	Attendance 75% (3/4) of our pupil premium cohort attended less than 96% of school last year. Our 2024/25 data analysis shows that our previous pupil premium cohort had an average attendance of 93.3%, ranging from 98% at the highest and 89% at the lowest. 50% of those pupil premium children with less than 96% attendance last year were absent from learning due to medical and neurodivergent concerns out of their control. We used a collaborative approach with school, parents and external agencies to manage these scenarios last year. We will use our policies and processes to closely monitor the attendance of our pupil premium children and our Home School Link Leader will act as a link between the class teacher and families in order to support where needed.

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. READING - 100% of pupil premium pupils will make at least expected accelerated progress in line with EEF progress expectations	All pupil premium children will be targeted by the class teacher during reading lessons/sessions and included in Pupil progress documentation. Specific pupil premium children to receive 1-1 intervention to facilitate accelerated progress to ARE or AARE, including to maintain ARE or AARE achievement. Live Case studies of these children to be completed and updated regularly to ensure accelerated progress.

	Monitoring observations and drop ins demonstrate that specific PP children are targeted during lessons by the class teacher / TA. BARE / WBARE PP children will receive specific POPS which closely match individual need. Internal assessments will show progress at each assessment point where necessary. Internal/ External data will be comparable / better than data in previous years indicating a positive trend. SEND needs are explored and specific interventions implemented in response to reports generated.
2. WRITING - 100% of pupil premium pupils will make at least expected accelerated progress in line with EEF progress expectations	All pupil premium children will be targeted by the class teacher during writing sessions and included in Pupil progress documentation. Specific pupil premium children to receive 1-1 intervention to facilitate accelerated progress to ARE, or to maintain achievement at ARE. Live Case studies of these children to be completed and updated regularly to ensure accelerated progress. Monitoring observations and drop ins demonstrate that specific PP children are targeted during lessons by the class teacher / TA. BARE / WBARE PP children will receive specific POPS which closely match individual need. Internal assessments will show progress at each assessment point where necessary. Internal/ External data will be comparable / better than data in previous years indicating a positive trend. SEND needs are explored and specific interventions implemented in response to reports generated.

3. MATHS - 100% of pupil premium pupils will make at least expected accelerated progress in line with EEF progress expectations	All pupil premium children will be targeted by the class teacher during writing sessions and included in Pupil progress documentation. Specific Pupil Premium children to receive 1-1 intervention to facilitate accelerated progress to ARE, or to maintain achievement at ARE. Monitoring observations and drop ins demonstrate that specific PP children are targeted during lessons by the class teacher / TA. BARE / WBARE PP children will receive specific POPS which closely match individual need. Internal assessments will show progress at each assessment point where necessary. Internal/ External data will be comparable / better than data in previous years indicating a positive trend. SEND needs are explored and specific interventions implemented in response to reports generated
4. All pupils will have equal access to SEAC's 'total' curriculum, including our Personal Development Passport.	Pupil premium children will receive priority access to personal development and all other after school clubs. Payment plans/partial funding will be available to SEAC's Pupil Premium families in regards to clubs, extra-curricular visits, residentials, musical tuition, school uniform, Brambles provision etc. This will be determined by individual need and arrangement. Our Personal Development Passport may present opportunities that will need to be tailored for our pupil premium children, which can be planned for during school hours or within extra-curricular activities.
5. Pupils will demonstrate exemplary social behaviours and attitudes to learning at all times.	Live studies will be in place for all children who are PP / SEND to closely monitor emotional stability, attainment, progress and behaviour. Our behaviour policy determines the process of "Rewards Afternoons" providing enrichment activities for our children and allowing us to measure the progress of children's consistent positive behaviour.
6. All pupils will reach our expectation of	In collaboration with our Home School Link Lead and class teachers, our pupil premium children and families

96% excellent attendance.	will be supported to engage in attendance strategies in order to reduce absence throughout the year.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal CPD, for teaching and learning development in reading, writing and maths.	Internal training allows leaders to disseminate knowledge throughout the school. Monitoring, support and coaching linked directly to these initiatives improves staff confidence and capability when implementing them. The EEF have produced a document – Putting Evidence to Work: A School's Guide to Implementation – Professional Development (2018) which demonstrates the effectiveness of professional development. Staffordshire University Academies Trust (SUAT) have developed and implemented a Connected CPD programme across 25 schools in the Trust, in order to share and maintain best practice and school improvement. Pupil premium working groups enhance our shared vision for pupil premium children and provide opportunity for staff personal development.	1,2,3
Ensuring all staff delivering Phonics to our PP or disadvantaged cohort have suitable CPD.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of	1,2

	word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of interventions from trained teacher / TA SENDCo team time to support and evaluate interventions.	Interventions for SEND are based upon Staffordshire's Graduated Response toolkit , the EEF document ' Special Educational Needs in Mainstream Schools ' and structures within our local response to SEND (Primary District Inclusion Panel & Leek SEND Hub).	1,2,3,5
Specific QFT, 'POPs', Pre and Post Cue and targeted support from a teacher in class for all eligible pupils across school.	The Sutton Trust have proven that effective QFT improves outcomes for children by 40%. This alongside closely matched POPs (personal interventions) which are based on individual gaps and feedback will enable a child to make accelerated progress. For more information refer to the report - Improving the impact of teachers on pupil achievement in the UK by the Sutton Trust and What Makes Effective Teaching by the Sutton Trust.	1,2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Support for pupils in need of personal, social & emotional support and education intervention including short term support from outside agencies.	At SEAC, we have a breadth of resources and staff expertise which we use to improve the social, emotional, mental health and wellbeing of our pupils and staff. The support that we offer is outstanding. Pupils and staff access support on an individual needs basis rather than specific groups of children. The EEF states that Social and Emotional learning intervention create on average 4 months accelerated progress. EEF Behavioural interventions evidence: impact +4. Earliest/Early Help intervention is accessible through support from our Home School Link Lead. We signpost families to this service if we are aiming to enhance support via external agency involvement. Our HSLL is also able to implement ELSA intervention and strategies which contribute towards children's mental health and wellbeing at school and at home.	5,6
Priority access to ALL clubs & Personal Development Passport Opportunities Payment plans/partial funding will be available to SEAC's Pupil Premium families in regards to clubs, extra-curricular visits, residentials, musical tuition, school uniform	Arts participation is defined as involvement in artistic and creative activities. It can occur as part of extra-curricular activity. The EEF states that an additional 3months accelerated progress can be made by children participating in the arts and /or physical activity. Whilst EEF evidence is still unclear there is evidence to suggest that outdoor learning increased self-confidence and resilience. Found here.	4,5
Brambles before and after School provision Prearranged partial funding to allow for extended learning to be accessible and affordable for all pupils with additional	Our Brambles provision is excellent. It provides opportunities to develop social skills and for extended learning through the homework club. The EEF clearly states in the Extending School time report that 'Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and trained staff are more clearly linked to academic	4,5,6

subsidies for those eligible for funding.	benefits' with the average accelerated progress made being +3 months.	
Attendance Monitoring and intervention	Our Home School Link Lead supports children and families to attend school every day. Beyond immediate academic gains, regular attendance significantly contributes to long-term educational attainment. The DfE's studies indicate that pupils who consistently attend school are more likely to pursue higher education and ultimately secure better employment opportunities. Working together to improve School Attendance: DfE August 2024	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £11,720

Part B: Review of the previous academic year 25-26

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. This statement detailed 7 students in our PP cohort, which has since decreased to 6 students during the academic year due to a re-location and setting change of 1 student.

This end of year analysis is therefore based on 6 eligible pupil premium students who completed the academic year 2025-26.

1 – READING – 100% of Pupil Premium pupils will make at least expected or accelerated progress in line with EEF progress expectations.

67% (4/6) of our Pupil Premium children are working at Age Related Expectations (ARE) or above in Reading. Of these four children, one child has made strong progress from ARE to Above Age Related Expectations (AARE) by the end of the academic year. The remaining three children maintained ARE throughout the year through consistent Quality First Teaching and targeted classroom support. One of these pupils is also identified with SEMH needs but has successfully maintained ARE despite additional barriers to learning. 33% (2/6) of our Pupil Premium children are working below ARE in Reading. One child is significantly below age-related expectations due to complex SEND needs and an EHCP assessment process that resulted in allocation. This child has remained at WBARE throughout the year despite intervention, but has made exceptional personal progress within their pupil passport targets term by term. 1/6 children are working at BARE which is a decrease since the start of the year; the increase of curriculum content and complexity from Reception to KS1 has had an impact on this child's progress.

2 – WRITING – 100% of Pupil Premium pupils will make at least expected or accelerated progress in line with EEF progress expectations.

83% (5/6) of our Pupil Premium children are working at Age Related Expectations (ARE) or above in Writing. All five pupils working at ARE have maintained this standard throughout the academic year. Quality First Teaching, regular formative assessment and classroom adaptations have enabled these pupils to sustain age-related attainment. One pupil with SEMH needs has continued to achieve ARE, demonstrating resilience and positive engagement with support strategies. 17% (1/6) of our Pupil Premium children are working below ARE in Writing. One child remains WBARE due to significant SEND needs associated with cognition and learning difficulties and has been supported through the EHCP process. Despite intensive support, attainment has remained significantly below age-related expectations but their

personal pupil passport targets have consistently been achieved. A separate child began the year at BARE and improved to ARE by the end of the year. Targeted support and consistent whole school adaptations have enabled excellent progress in writing this year.

3 – MATHS – 100% of Pupil Premium pupils will make at least expected or accelerated progress in line with EEF progress expectations.

83% (5/6) of our Pupil Premium children are working at Age Related Expectations (ARE) or above in Mathematics. Five pupils have maintained ARE throughout the year, while one pupil has maintained attainment above ARE at key points before finishing the year securely at ARE. 17% (1/6) of our Pupil Premium children are working below ARE in Mathematics. One child remains significantly below ARE due to complex SEND needs and cognition and learning difficulties. Despite specialised intervention and support linked to the EHCP process, attainment remains WBARE however her actual pupil passport targets have been achieved and she is narrowing gaps in early learning goals in order to access new curriculum content.

4 – Pupils will demonstrate exemplary social behaviours and attitudes to learning at all times.

100% of our Pupil Premium children use our school values and ethos to demonstrate their outstanding behaviour and attitudes towards their learning at all times. 2 of our Pupil Premium children (33%) who are also on our SEND register have Social, Emotional and Mental Health factors which affect their learning, but both have been using support strategies in line with their peers in order to maintain exemplary social behaviours and attitudes to learning without need for behaviour stages to be implemented. One of these children has been in receipt of an EHCP which then supported a transition to a new setting mid-year after the family re-location.

5 – All pupils will have equal access to SEAC's 'total' curriculum.

100% of our Pupil Premium children have access to SEAC's inclusive curriculum, with CPD and regular good practice focus of Adaptive Teaching across all classes this year. 100% of our Pupil Premium children have had the opportunity to access after-school clubs this year, and the uptake was 50% in Autumn, 80% in Spring and 50% in Summer. We know that a child with new SEMH needs found accessibility difficult in in the Autumn Term, and we also understand that family circumstance and work commitments hindered accessibility 2 pupils in the Summer Term. We must also account for fatigue and overwhelm for certain students with SEMH needs, where additional hours after school are more bespoke and relate to outlet and sensory processing. 100% of our PP cohort have taken part in school performances and school trips.

Externally provided programmes

Programme	Provider
None	N/A

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year	
Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A