

Pupil premium report – Chester Blue Coat CE Primary School

We have monitored the grant's impact at the end of the 2024/25 academic year. This report looks at data impact of the previous years actions and outlines the steps to be taken to support children in receipt of the Pupil Premium during the academic year 2025-26.

Pupil premium spending – 2025/26

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2025	Date of next pupil premium review:	September 2026
Total number of pupils on role at CBC:	360 (including nursery)	Total pupil premium budget:	£87,870
Number of pupils eligible for pupil premium:	58 Ever6, 4 LAC & 1 SCP (Service Child Premium – also Ever6) 63 pupils in total (12.8% compared to 24.6% National)	Amount of pupil premium received per child:	£1,515 for PP, £2630 for LAC, £335 for Services children
		Total funds allocated	£98,740

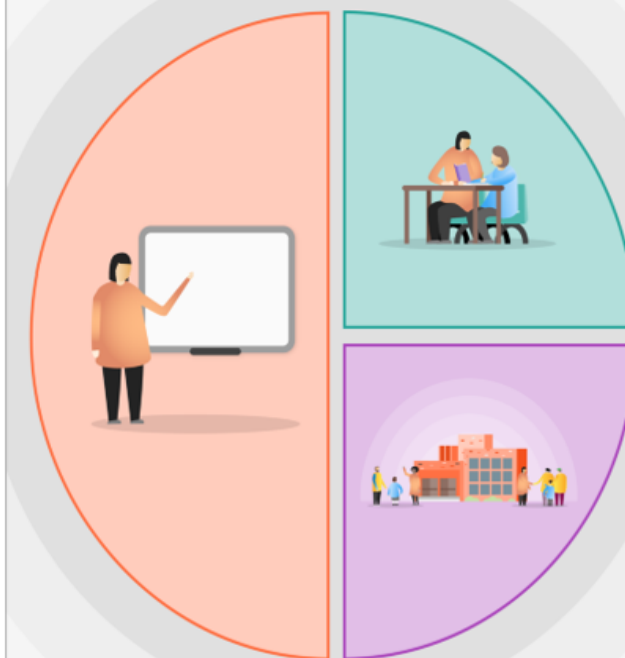
SCHOOL PLANNING (2025-26) – TIERED MODEL

Chester Blue Coat CE Primary School



1 Teaching

- Evidence-informed CPD: All staff access regular CPD, shaped by EEF research and the needs of our pupils, to embed teaching strategies proven to accelerate progress for disadvantaged learners.
- Peer-support coaching model: A structured peer coaching and mentoring system to collaboratively reflect on practice and sustain high-quality strategies
- Vocabulary-rich curriculum: broad and engaging curriculum to prioritise language acquisition, with explicit vocabulary instruction embedded across all subjects.
- Core skills focus: Systematic teaching of early reading (Little Wandle phonics), spelling (Pathways to Spell), and a culture of Reading for Pleasure.
- Disciplinary approaches to the wider curriculum:
 - History, Geography, Science: Taught through enquiry-led learning, developing critical thinking and independence.
 - Art & DT: Creative and structured approaches (Research–Plan–Make–Evaluate) develop problem-solving, resilience and oracy.
- Whole-class reading with assessment focus: All pupils, including disadvantaged learners, access challenging texts through whole-class reading, with formative assessment built in. Oracy development in Early Years to underpin comprehension and language growth.
- Curriculum essentials revisited: Core knowledge and skills in Reading, Phonics, Writing and Maths are deliberately revisited and reinforced across the wider curriculum.
- Financial education: Delivered in partnership with external specialists, giving all pupils – including those in low-income families – essential life skills and cultural capital.
- Formative assessment and tracking: High-quality formative assessment embedded in daily practice. Insight Tracking to monitor gaps in progress
- Collaborative planning and curriculum development: Regular subject planning and development meetings to maintain high expectations and coherence across the curriculum, with a consistent focus on disadvantaged pupils' access, progress and achievement.



2 Targeted academic support

- Same-day in-class intervention – Assessment for Learning strategies for in class direct feedback
- Teacher-led targeted group teaching for Year 5 and Year 6 pupils.
- Specific intervention programmes led by both Teachers and Teaching Assistants
- Targeted group programme of support for mathematical learning in KS2
- Focused support for English through small group TA and Teacher-led intervention.

3 Wider strategies

- Lessons on identifying emotions and self-regulation strategies – development of self-awareness through myHappyMind programme of study
- Continued development of Trauma Informed Model for self-awareness, self-regulation, problem solving, social awareness and relationship skills shared
- Embed Behaviour Principles into a consistent, modelled approach, adopted by all stakeholders.
- Help young people grow with integrity, resilience, and empathy. Embed Character Education, to help learners gain the confidence, values, and skills to make positive choices, contribute to their communities, and thrive both in school and in life.

Assessment information

EYFS		
	Pupils eligible for pupil premium (no pupils)	Pupils not eligible for PP (38 pupils)
Good Level of Development (GLD)	0%	50%

YEAR 1 PHONICS SCREENING CHECK*		
Pupils eligible for PP	Pupils not eligible for PP	National average
4 / 4 (100%)	32 / 45 (71%)	80%
Total Year 1 Phonics Check	74%	

END OF KS2		
	Pupils eligible for PP (15 pupils)	Pupils not eligible for PP (51 pupils)
% meeting expected standard or better than in Reading	67%	73%
% meeting expected standard or better than in Writing	67%	66%
% meeting expected standard or better than in Maths	67%	73%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Persistent absence – individual absence affecting learning and staffing levels reduced
B	Low levels of language and literacy – identified EAL support

ADDITIONAL BARRIERS	
External barriers	
C	Low Attendance – attendance data to be monitored clearly and support given for low attenders – specific focus on persistent absentees
D	Home environment and ability of parent to support learning
E	Social and Emotional Development affected due to lack of time together in school and missed experiences prior to starting school
F	Financial pressures on home life for families

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	Identified gaps in learning addressed – focus on core skills of Reading, Phonics, Writing and Number	Gaps in learning identified for pupils and identified pupils make good progress within core areas

B	Attendance data is Good, with specific focus on PP children and persistently absent children	Attendance for the whole school is above 95% for the academic year
C	Support for families to help children at home, with focus on engagement	Engagement in parental engagement is increased from prior information

Planned expenditure for current academic year

The headings below demonstrate how we will use the pupil premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

ACADEMIC YEAR						
Quality of teaching for all						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Funding allocated
Year Group support from English/Maths Lead – work with teachers to plan units of work to address gaps in learning	All staff clear as to the strategies and panning to be used in order to have biggest impact of pupil learning	Evidence suggests that biggest impact can come from quality first teaching. Focus on core skills to ensure that children can apply these in a range of contexts.	Close monitoring from Senior Leaders Monitoring of standards in core subjects – progress measures and close focus on PP children	RWK AER MH	Dec 2025 Mar 2026 Jul 2026	£4,650
A broad and engaging curriculum that focuses on vocabulary acquisition and enquiry	Children experience a rich and varied curriculum encompassing a range of interesting subject areas Children utilise critical thinking and enquiry skills across a broad and engaging curriculum, leading to deep learning	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital as schools plan for all pupils to return in the upcoming academic year. Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. There is strong evidence that explicit instruction, scaffolding, flexible	Curriculum review – progression of all areas evident and all subject areas given adequate focus. Focused training on Investigate, Plan, Make, Evaluate, Refine model of teaching Design Technology.	RWK AER MH Subject Leaders	Mar 2026	N/A

Focus on basic skills (Reading Owls, Little Wandle Phonics, writing linked to the learning project, TT Rockstars and MyMaths)	Engagement and progress in core areas of reading and mathematics	grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils. Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.	Engagement in online learning – review and focus attention on non-engagement	RWK AER MH	Dec 2025 Mar 2026 Jul 2026	£399 £95 £339 £995
Whole-class reading approach underpinned by clearly defined formative assessment practices – school focus on communication and language in Early Years Embed whole-class, progressive Spelling Approach – Literacy Company.		High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they re-establish classroom routines and recover any learning loss	Monitoring of Phonics and Oracy in EYFS Support and Monitoring of Whole-Class Reading in Y2 – Y6 Support and Monitoring for Spelling teaching and impact of teaching in Writing activities – Y2 – Y6	RWK AM	Mar 2026 Jul 2026	£2,850 £495
Curriculum 'essentials' for Reading, Phonics, Writing and Maths are identified and taught / revisited across wider curriculum subjects – focused support for teachers from senior leaders		Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. High impact of Forest School and Outdoor Learning on resilience, mental health and well-being.	All subject areas clearly defined through progression of key learning and skills – monitoring linked to Appraisal and Strategic School Improvement Plan.	RWK AER MH	Dec 2025 Mar 2026 Jul 2026	£2,000
Access to the breadth of the curriculum and enrichment opportunities: • Use of Forest school and Outdoors • Range of school trips to enrich the wider curriculum • Access to music opportunities • Use of external specialists		Engagement in first-hand learning experiences on school trips increases enjoyment in learning across all areas.	Monitor and review implementation of Forest School and Outdoor Learning initiative. Further develop curriculum opportunities in Forest School sessions, linked to key learning across all curriculum areas.	MH RW JF RF	Dec 2025 Mar 2026 Jul 2026	£1,500 £2,000 £2,000
Total budgeted cost:			£16,323			

Targeted support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Funding allocated
Financial Planning framework implementation to support the planning, teaching, and progression of financial education by setting out the key areas of financial knowledge, skills and attitudes, across four core themes: • how to manage money; • becoming a critical consumer; • managing risks and emotions associated with money; • understanding the important role money plays in our lives.	Development of financial learning linked to learning of mathematics, identified for targeted pupils (disadvantaged) and all other pupils Family learning of financial support in developing budgeting skills, linked to cooking.	Inflation and increases in prices have led to more people having financial difficulty. By giving our children the financial understanding at an early age, we can prepare them for the next phase in their education and life. By linking it in with cooking, we are also giving children and families, key life skills.	Monitor and evaluate the impact of actions and implementation.	AER MH	Mar 2026 Jul 2026	£1,800 £1,000
Support for English and Maths teaching	Quality first teaching support from Sept Y6, Y5, Y4 and Y3 cohorts. More PP pupils are working at GD in core subjects.	Support in Y6 – SB/TD as third teacher for morning sessions Support in Y5 – RWK part time Support in Y3 – identified support programme for pupils not meeting ARE in Y2 Support in Y1 – support for social skills and EYFS transition Support in EYFS Whole school support—Pupil review meetings	Clear Monitoring Schedule – accountability for the progress and attainment of pupils across all year groups.	RWK AER MH	Ongoing	£4,300 £4,116 £4,593 £4,300 £4,593

Writing, Spelling, Grammar and Phonics Use of additional Maths and Reading activities	To ensure PP are at least in line with other pupils in these areas. PP pupils are provided with a range of support materials to accelerate progress	Targeted support all year – KS1 Support for Y2 test One to one teacher support Subscription for Times Table Rockstars Subscription to MyMaths	Clear Monitoring Schedule – accountability for the progress and attainment of pupils across all year groups.	RWK AER MH	Ongoing	See above
Early language development	PP children experience a language rich environment in EYFS, indoors and outdoors. Standards of speaking, listening, reading and writing are raised for PP pupils in EYFS.	The indoor and outdoor environments in EYFS settings are enhanced and developed to provide experiential learning in a language rich environment. Specific spending on outdoor storage and resources provided to be provided in 2022/2024.	EAL and early language assessments WellComm Assessment		Ongoing	£1,000
Further Phonics – supported delivery of Phonics from RWK – new Phonics Programme of study, Little Wandle – associated books	PP pupils attainment in phonics is at least in line with other pupils by the end of Y1	Phonics delivery across YN-2 is developed to ensure consistency of best practice. English Hub supports practice.	Monitoring and feedback from SLT.		Ongoing	£1,500
Governors monitoring	PP Gov holds regular meeting with HT	PP Gov meets regularly to monitor plans, data and update			Ongoing	N/A
Total budgeted cost:					£26,702	
Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Funding allocated

Inclusion Officer	Full time provision for children and families in need	SM to provide support to families and children to address issues with attendance, medical, family need – working with other agencies to provide support, working with individual children	Support from MH to ensure that the role is fulfilled well and has impact	SM	Ongoing	£23,789
	Full time provision for children and families in need	SM to provide support to families and children to address issues with attendance.	Support from MH to ensure that the role is fulfilled well and has impact	SM	Ongoing	£5,367
Mental Health and Well Being support	PP children have support strategies for their well being. Curriculum delivery across the school.	Activities every day to ensure a positive start to the day - Wake and Shake, Sensory Circuits, etc. ELSA support for PP pupils available every afternoon. Appoint Mental Health Lead Practitioner and develop	Support and supervision from SLT to ensure that quality of intervention for mental health and well-being is high.	MH AER	On-going	£4,335 £1,775 £1,865

myHappyMind programme	myHappyMind is an award winning, whole school curriculum. It teaches children preventative habits that support positive mental health, resilience and self esteem. We are passionate about supporting teacher well-being too and so all schools using the programme have access to a teacher well-being program. Support for parents by providing them with a free app to continue the learning at home.	Taught to every child in a school from Early Years through to Year 6, myHappyMind is delivered via an innovative technology platform making learning easy and fun. All of the concepts that are taught are based in science and research and grounded in neuroscience and positive psychology.	Clear routines for delivery established – all to complete at the same time, weekly and follow-up during the week. Initial assessments of well-being recorded and impact from pupils at the end of the first year of the programme.	MH AER	Dec 2025 Mar 2026 Jul 2026	£1,616
Support for day trips, residential visits, holiday clubs, food parcels and uniform Breakfast Club for targeted pupils	Ensuring that all pupils experience a range of activities that enhance learning and increase enjoyment in learning. Ensuring that all pupils have adequate food and clothing Increased attendance and focus as a result of Breakfast Club	Feeling of inclusion and belonging and not be left out. Evidence suggests that first-hand experiences really enhance the learning for all pupils.	Monitoring of engagement in trips, clubs etc. Monitor Attendance of Breakfast Club pupils – compare to before introduction.	SK TS MH	Ongoing	£3000 £1500

	Total budgeted cost: £43,247
--	------------------------------

Review of expenditure from previous academic year

Data from and EYFS shows impact of Pupil Premium expenditure, although attainment in Reading, Writing and Maths was lower proportionately for Pupil Premium Children. At the end of KS2, Pupil Premium children did not achieve as well as non-Pupil Premium children statistically – Reading is closer but lower particularly in Writing and Maths.

- Focus on writing experience for EYFS Pupil Premium children, which was significantly lower than other areas, is reflected in the Pupil Premium Plan for this year.
- Whole school focus on Writing, with particular emphasis and support for those in receipt of the Pupils Premium in KS2.