



St. Ethelbert's RCP - 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 outcomes for our disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St. Ethelbert's RCP, Bolton
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026
Date this statement was published	22nd September 2025
Date on which it will be reviewed	21 st September 2026
Statement authorised by	Mandy Messham
Pupil premium lead	Mandy Messham
Governor / Trustee lead	Gemma Pendlebury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£102,620

Part A: Pupil premium strategy plan

Statement of intent

St. Ethelbert's RCP allocates its PPG funding to ensure that targeted pupils reach their full potential, both academically and socially. The school aims to raise the attainment and accelerate the progress of all disadvantaged pupils so that their outcomes are at least in line with their peers, both within our own school and in comparison to similar children nationally. We aim to ensure that all pupils are given the same opportunities to develop their potential and participate in extra-curricular activities both in and outside of school.

Challenges

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

Challenge number	Detail of challenge
1	A very high proportion of children enter school with communication and language skills which are well below or below age-related expectation.
2	Although they make progress, very few of our disadvantaged pupils make <u>rapid</u> progress. There are a small number of children with social and emotional difficulties, who lack confidence or stamina for learning.
3.	Some disadvantaged pupils do not have access to support at home, either due to poor home conditions or difficult family circumstances; this has a negative impact on their progress. They have limited experiences of the wider world.
4.	An increasing proportion of disadvantaged children also have additional barriers to learning, including Special Educational Needs and English as an Additional Language. In-year admissions are high, meaning that a significant number of children come into school from overseas with little or no English – this is a particular issue in KS2. Pupils being part of multiple vulnerable groups means that overall, there is a gap between the attainment of disadvantaged pupils and their non-disadvantaged peers.
6.	Some disadvantaged pupils do not attend school regularly enough; holidays in term time and extended trips abroad are an issue and adversely affect the progress of individual pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improve oral language skills for pupils eligible for PP in Nursery & Reception and for targeted pupils in Y1, 2, 3 & 4 and all International New Arrivals (KS1 & KS2)	All pupils eligible for PPG in Nursery & Reception will make rapid progress so that by July 2026, at least 60% of this group will achieve age-related expectations. All targeted pupils in Y1, Y2 and Y3 will be able to access the curriculum due to improved

<p>Measured through: Outcomes from: Communication & Language assessments (e.g. Wellcom); observations; test outcomes in reading; writing assessments (Y1, 2, 3); outcomes from the Voice 21 programme</p>	<p>communication & comprehension skills. All INAs will make good progress based on their individual starting points.</p> <p>All pupils will be supported in the development of their speaking, listening and use of vocabulary through the Voice 21 Oracy Programme.</p>
<p>2. Through effectively addressing gaps in learning, particularly for those children in Years 3 & 4, the attainment and progress of pupils eligible for PPG will be at least in line with their non-disadvantaged peers.</p> <p>Measured through: Assessment of achievement – test scores; assessment of work against year group criteria; observations; pupil interviews</p>	<p>By July 2026, all disadvantaged pupils will make good progress from their starting points as a result of highly effective teaching and intervention strategies. They will catch up in their learning and will achieve their expected targets by the end of the academic year.</p> <p>End of KS2 progress data for PP children will compare favourably with 2026 national benchmarks.</p>
<p>3. Increase the proportion of disadvantaged pupils who receive additional support in school, so that progress is accelerated.</p> <p>Measured through: Assessment of achievement – test scores; assessment of work against year group criteria; observations; pupil interviews</p>	<p>In 2025/2026, targeted disadvantaged pupils will have access to small group tuition, in addition to other interventions.</p> <p>Interventions for reading, writing and maths will usually be delivered by well-trained TAs. In particular, targeted pupils in receipt of PPG will receive additional intervention in phonics.</p>
<p>4. Disadvantaged pupils accessing our Internal Inclusion Unit (Nurture Room) will be able to better access mainstream education through an environment which prioritises well-being, self-regulation and strong relationships.</p> <p>Measured through: Visits & visitor records; outcomes from communication & language assessments; assessment of reading & writing; analysis of data; observations; Pupil Passports – progress towards individual SMART targets; attendance / exclusion data</p>	<p>By July 2026, disadvantaged pupils who access the provision will have improved attendance and punctuality. They will be able to sustain positive relationships with their peers and adults. They will demonstrate improved persistence and independence. Tracking of outcomes will show good progress from their individual starting points.</p>
<p>5. In KS2, disadvantaged / EAL pupils, who have limited English, will receive daily targeted small group support in phonics, vocabulary development, reading, writing and maths from well-trained TAs. This will enable them to make rapid progress in language acquisition and core skills, so that they can access the curriculum with increasing independence and understanding.</p> <p>Measured through: Assessment of achievement – test scores; assessment of work against year group criteria; observations; pupil interviews</p>	<p>By July 2026, disadvantaged pupils who are new to learning English, will make accelerated progress in phonics, vocabulary, speaking and listening, as evidenced through assessment data and observations.</p> <p>Targeted pupils will move from requiring daily small group support to participating successfully in whole class learning.</p> <p>Targeted pupils will make at least expected progress from their starting points.</p>
<p>6. Pupils eligible for Pupil Premium will have access to a wide range of high-quality experiences, including visits, visitors, and extra-curricular activities. These opportunities will enrich learning, strengthen communication and language skills, and develop pupils' cultural capital, ensuring they are able to connect their experiences to the wider curriculum and the world around them.</p>	<p>By July 2026, disadvantaged pupils will demonstrate improved vocabulary, greater confidence in speaking, and the ability to write at length about their experiences.</p> <p>They will have a greater understanding of the world around them and be aspirational about the opportunities open to them.</p>

Measured through: Visits & visitor records; outcomes from communication & language assessments; assessment of reading & writing; pupil interviews; attendance registers	Attendance rates will increase and the proportion of children at risk of being persistent absentees will decrease.
7. Increase attendance rates and levels of good punctuality for targeted pupils eligible for Pupil Premium. Measured through weekly analysis of attendance data	By July 2026, overall Pupil Premium attendance will improve to at least 95% in line with other pupils. The number of lates for Pupil Premium pupils will decrease by 20% by the end of the year and will compare favourably with other pupils .

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Improve oral language skills for pupils eligible for Pupil Premium <ul style="list-style-type: none"> Purchase SLA for Speech & Language Therapy – school to receive 10 sessions of support to identify and work with targeted pupils in EYFS Based on outcomes from SALT, deliver regular interventions, using strategies such as ELKLAN; Wellcomm assessment materials: Nursery & Reception Narrative; Sign Along; Bolton Speech & Language Toolkit – staff to receive refresher training Embed high quality talk across all areas of the provision, through effective staff modelling – further staff training to be delivered Provide refresher training for EYFS staff in the delivery of Speech & Language resources Continue to implement strategies from the Voice 21 Oracy Programme in order to establish routines for talk, such as the use of sentence stems; nests; trios etc. 	<p>We want to identify those children who potentially have speech and language difficulties as early as possible so that future provision, including interventions, can be shaped appropriately. Therefore, all children in EYFS will be assessed by the staff and then targeted intervention put in place for identified children. The resources will also be used as a general teaching resource, where appropriate. Staff will be well-trained so that there is a consistency of approach.</p> <p>EEF findings indicate that oral language approaches have a high impact on pupils' outcomes of 6 months additional progress, with high impact, particularly when they are delivered consistently by well-trained staff.</p>	1 2 3 4
2. Improve the attainment and progress of pupils eligible for PPG <ul style="list-style-type: none"> Analyse data to identify target groups for intervention – provide time for monitoring 	We want to ensure that all pupils, including those eligible for PP, make at least sufficient progress based on their starting points, with an increasing proportion making strong progress and exceeding their expected end of year targets.	1 2 3 4

<ul style="list-style-type: none"> • Prioritise high-quality first teaching, with a focus on scaffolding, modelling and the use of questioning to ensure disadvantaged pupils keep up with their peers and are able to access their age-related curriculum – staff to attend PLNs and other CPD to keep up with current pedagogical approaches • Deliver small group tuition in English & maths to targeted pupils, led by teachers and well-trained TAs 	<p>Through the provision of high quality CPD for all staff, particularly in the key areas of reading, writing, phonics and maths, we aim to develop a greater consistency in the quality of teaching and the approaches used across school (for example, providing feedback to pupils). CPD provision will be shaped by the priorities in the SDP; wherever possible, multiple staff will attend training together to facilitate discussion, encourage collaboration in school and to develop a shared understanding of progression. Effective use will be made of the Professional Learning Networks (PLNs) run by our CMAT.</p> <p>EEF findings indicate that the use of good quality feedback, particularly verbal feedback, can increase progress by 6 months. Other approaches, such as small group tuition (+4 months) and TA-led interventions (+4 months) can also have a positive impact.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3. Increase the proportion of disadvantaged pupils who receive additional support in school, so that progress is accelerated.</p> <ul style="list-style-type: none"> • Use pre-teaching and overlearning strategies to targeted pupils, so that they can access new content and increase in independence • Deliver targeted interventions for children who have fallen behind – e.g. phonics; Precision Teaching; times tables; IDL 	<p>We want to ensure that disadvantaged pupils who are at risk of falling behind are identified quickly so that they can receive appropriate support, tailored to their needs. Access to pre-teaching & overlearning activities will help to prepare them for new learning and increase their independence in class. This will support them to keep up with their peers.</p> <p>EEF findings indicate that strategies such as pre-teaching and overlearning have a high impact (+7 months). Small group tuition can also have an impact of +4 months.</p>	1 2 3 4
<p>5. In KS2, disadvantaged / EAL pupils, who have limited English, will receive daily targeted small group support</p> <ul style="list-style-type: none"> • Baseline assessments conducted on admission to school 	<p>We want to ensure that disadvantaged pupils, including those new to English or with limited English receive highly targeted support, so that they quickly gain the language and skills they need to be able to access the curriculum.</p>	1 2 3 4

<ul style="list-style-type: none"> • Timetabled daily small group tuition in English & Maths , delivered by trained staff. Sessions will have a consistent structure • Use of visual support resources when working in the classroom – e.g. Widget, dual-language resources; IDL 	EEF findings indicate that oral language interventions can make an impact of +6 months. Small group tuition can also make a difference of +6 months.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
6. Disadvantaged pupils accessing our Internal Inclusion Unit (Nurture Room) <ul style="list-style-type: none"> • Identify targeted pupils through assessments & staff referrals to ensure the provision supports those pupils with the highest need • Maintain individual Pupil Passports and the use of EduKey to review progress within the provision • Deliver a carefully timetabled provision, providing small group sessions, focusing on self-regulation, emotional and communication skills • Well-trained staff to implement clear routines, consistent expectations and opportunities to develop perseverance & independence • Purchase a range of resources to support the provision's aims • Provide ongoing CPD for the Inclusion Unit staff to ensure they are confident in delivering interventions, de-escalation strategies and nurture-based approaches 	<p>We aim to provide a safe and nurturing space for disadvantaged pupils who have additional barriers to learning, so that they can be included in mainstream education and make progress, both academically & socially. Our Nurture Room enables children to develop persistence and independence.</p> <p>EEF findings indicate that interventions which focus on social and emotional skills can help to improve relationships, behaviour and attainment, especially for disadvantaged pupils (+ 4 months).</p> <p>Teaching pupils how to manage their emotions can have a high impact on progress (+7 months)</p>	1 2 3 4
6. Pupils will have access to a wide range of experiences <ul style="list-style-type: none"> • Deliver a range of enrichment experiences such as educational visits, cultural events and extra-curricular activities, to enhance learning across the curriculum and encourage pupil engagement • Link key enrichment activities directly to the curriculum to support knowledge retention and writing outcomes • Ensure equality of access through subsidising costs or prioritising participation for targeted pupils 	<p>We aim to broaden the experiences of all our children, but particularly those who are disadvantaged. In this way, they can build cultural capital, develop their communication and oracy skills and deepen their understanding of the wider world.</p> <p>Evidence suggests that engaging pupils in creative and cultural enrichment has a positive impact on academic outcomes, confidence and motivation.</p>	1 2 3 4 5

<ul style="list-style-type: none"> • Track the participation of Pupil Premium recipients to ensure inclusivity & engagement • Engage parents and carers through invitations to special events and through communication via Seesaw 		
<p>7. Increase attendance rates and levels of good punctuality for targeted pupils eligible for Pupil Premium.</p> <ul style="list-style-type: none"> • Provide CPD for all staff on Trust / DfE expectations • Ensure consistent use of Trust templates, letters etc • Provide CPD so that staff can analyse attendance data, identify at-risk pupils and work with parents as part of timely interventions • Key staff to attend the Trust's Attendance PLN so that the school learns from good practice • Invest in incentives for pupils (e.g. cookie jar, certificates etc.) 	<p>We would like to improve the attendance & punctuality of disadvantaged pupils, by ensuring that consistent systems, clear communication and targeted support are in place. Staff training is vital in ensuring rigour and a consistency of approach.</p> <p>The EEF has found the following: "Parental communication approaches and targeted parental engagement interventions have had some positive impact on levels of attendance. The average impact was larger for targeted parental approaches. Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective."</p>	5

Total budgeted cost: £ 110,000

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 2024/2025 academic year.

At the end of 2024/2025, the attainment and progress of pupils eligible for PPG was as follows:

Year 1 (11 pupils)	Reading	Writing	Maths
Working below Y1 objectives	36%	36%	36%
Working towards Y1 objectives	0%	9%	0%
Achieved Expected Standard in Y1 objectives	64%	55%	55%
Achieved Greater Depth Standard in Y1 objectives	0%	0%	9%
Made expected progress	100%	100%	100%
Made better than expected progress	36%	18%	27%

Year 2 (11 pupils)	Reading	Writing	Maths
Working below Y2 objectives	36%	18%	18%
Working towards Y2 objectives	18%	55%	27%
Achieved Expected Standard in Y2 objectives	18%	27%	18%
Achieved Greater Depth Standard in Y2 objectives	27%	0%	36%
Achieved expected progress	100%	100%	100%

Made better than expected progress	27%	18%	36%
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Year 3 (8 pupils)	Reading	Writing	Maths
Working below Y3 objectives	25%	13%	13%
Working towards Y3 objectives	13%	50%	0%
Achieved Expected Standard in Y3 objectives	25%	38%	38%
Achieved Greater Depth Standard in Y3 objectives	38%	0%	50%
Made expected progress	100%	100%	100%
Made better than expected progress	63%	25%	75%

Year 4 (9 pupils)	Reading	Writing	Maths
Working below Y4 objectives	11%	0%	11%
Working towards Y4 objectives	11%	56%	00%
Achieved Expected Standard in Y4 objectives	56%	44%	33%
Achieved Greater Depth Standard in Y4 objectives	22%	0%	33%
Made expected progress	100%	100%	100%
Made better than expected progress	44%	22%	56%

Year 5 (11 pupils)	Reading	Writing	Maths
Working below Y5 objectives	9%	9%	9%
Working towards Y5 objectives	27%	64%	18%
Achieved Expected Standard in Y5 objectives	36%	27%	36%
Achieved Greater Depth Standard in Y5 objectives	27%	0%	36%
Made expected progress	100%	100%	100%
Made better than expected progress	64%	9%	55%

Year 6 (13 pupils)	Reading	Writing	Maths
Working below Y6 objectives	8%	8%	8%
Working towards Y6 objectives	8%	31%	23%
Achieved Expected Standard in Y6 objectives	54%	62%	62%
Achieved Greater Depth Standard in Y6 objectives	31%	0%	8%
Made expected progress	100%	100%	100%
Made better than expected progress	38%	8%	8%

Externally provided programmes

Programme	Provider
Voice 21 Oracy Programme	CUP
Cultural Champions	Royal Opera & Royal Ballet