



Pupil premium strategy statement

Chesterton
PRIMARY SCHOOL

This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2027** academic year) 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	Chesterton Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers	September 2024 – July 2027 (3 years)
Date this statement was published	November 2024
Date on which it will be reviewed (annually)	Last review: November 2025 Next review: November 2026
Statement authorised by	Chair of LAC
Pupil premium lead	Whitney Tremaine (Deputy Head)
Governor / Trustee lead	Marc Pitman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£280,275
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year (2025-26)	£280,275

Detail	Amount
Pupil premium funding allocation previous academic year (2024-25)	£247,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for previous academic year (2024-25) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£247,160

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium grant exists in order to:

‘Improve the education outcomes for disadvantaged children.’ (DfE, Pupil Premium guidance September 2021)

At Chesterton Primary School we are committed to maintaining high educational outcomes for all pupils and we will ensure the pupil premium grant is used to provide disadvantaged children with the academic and life skills they need to fulfil their potential in their future education and future lives.

Our **3 year strategy** is built around **two** core elements:

High quality teaching and learning for all

‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.’ (EEF guide to pupil premium). At Chesterton Primary School, we are committed to providing high quality teaching for all disadvantaged pupils, this includes academically able disadvantaged pupils.

Targeted support – including beyond academic

Every child has different strengths and different needs. At Chesterton Primary School we focus on early identification and early support so that each child can fulfil their potential. Support is targeted towards the needs of the individual child and may include wellbeing support, attendance, physical development, family support, additional enrichment or additional support to narrow attainment gaps. Targeted support is evidence based to ensure it makes maximum impact.

Challenges

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

Challenge number	Detail of challenge
1	There is a high proportion of disadvantaged pupils who historically start nursery or reception with low entry points, particularly in the prime areas. These children also have gaps in their understanding of key basic facts and basic skills in specific areas (core subjects). These gaps take several years to close.
2	Some disadvantaged pupils with low starting points have not been exposed to language rich environments which is contributing to the attainment gap. These children need considerable support to develop their spoken language.

3	Some disadvantaged pupils are subject to challenging circumstances in their home environment which can have an impact in their home environment. This can be a barrier to progress.
4	Some disadvantaged pupils have less opportunities to take part in enrichment activities which narrows their experiences and cultural capital.
5	Attendance and persistent absence is a barrier for some disadvantaged pupils. This has a direct impact on consistent progress.

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
To reduce the language gap for disadvantaged pupils.	-Disadvantaged pupils to perform in line with non-disadvantaged pupils in communication, language and literacy (FSP). -Reduce gap of disadvantaged pupils and non-disadvantaged pupils in communication, language and literacy by 5%. -Explicit teaching of oracy is evident across all curriculum areas. -Clear language focus across the whole EYs curriculum. EYs staff implement their interaction training to ensure high quality talk in the EYs setting. EYs staff will implement their oracy training to develop rich and meaningful talk with pupils. -Pupils are able to apply their taught tier two vocabulary within lessons as evidenced in learning walks and explorations. -Pupils taking part in the 'Explore and Talk' intervention (reception) make at least expected progress across the termly programme. - Rhyme Time in Nursery (Little Wandle) will create solid foundations for all pupils. -Little Wandle Foundations of Language High Quality Interactions to strengthen communication and language development in the early years and key stage 1
To maintain high attainment and progress for disadvantaged pupils through consistent and quality first provision.	-All indicators demonstrate teaching and learning is highly effective across the curriculum and in all year groups, particularly for disadvantaged pupils. -Disadvantaged pupils perform in line with non-disadvantaged pupils by the end of KS2 (ARE). -The gap between disadvantaged pupils and non-disadvantaged pupils at GD narrows over time. -Quizzing, key questioning, oracy and active learning strategies ensure children commit

	more learning to their long-term memory which contributes towards good progress and attainment.
To ensure disadvantaged pupils are provided with the SEMH or wellbeing support they need to ensure this is a reduced barrier to their learning.	-Through the graduated approach to SEN, children are identified early and supported – target is 98% identification in the first 2 years at Chesterton Primary School. -There are low levels of fixed term exclusions over a three-year period. -Swift support is put in place by the learning mentors and wider pastoral team. -Use of pupil voice, surveys and observations provide additional evidence of how the support has helped children. -Nurture Nest provision supports pupils to self-regulate and access the curriculum -Collaboration across teams and families is strong to build a team around the child. -Strong collaboration between external agencies and wider professionals to ensure pupils and their families receive the bespoke support needed -Participation in collaborative projects that develop staff knowledge and skill to support pupils (PINS, NIPA)
To ensure disadvantaged pupils have the same enrichment experiences as non-disadvantaged pupils.	-70% of disadvantaged pupils take part in after school clubs termly. -All disadvantaged pupils in year 4/5/6 have the opportunity to take part in Hey Day. -Year 6 disadvantaged pupils participate in the collaboration with Emmanuel Secondary School enrichment programme. -All disadvantaged pupils are able to access all school educational visits and residential visits by subsidising or removing cost. -Disadvantaged pupils in KS2 are offered the opportunity to learn a musical instrument.
To increase attendance of disadvantaged pupils so that they are in line with national expectations.	-Attendance for disadvantaged pupils is above national. -Persistent absence of disadvantaged pupils is above national. -Half termly SAPs with Headteacher and learning mentor are successful in supporting targets. -Families are effectively supported with wellbeing by swift referrals to external agencies.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2025-26** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £86,038 (2025-26 budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Quality First Teaching</u> -Recruiting and developing teachers. -Developing expertise through subject specialists.	Quality of teaching for all pupils is the biggest factor in success and will impact even more so for disadvantaged cohorts. EEF: "Supporting high quality teaching is pivotal in improving children's outcomes. High quality teaching can narrow the disadvantage gap. EEF: High quality teaching	All
<u>Quality First Teaching: Training</u> -High quality CPD which includes staff meetings, INSET and gallery lessons. -Support from hub initiatives. -Bespoke support which includes planning, team teaching and coaching. -ECT support that meets or exceeds given requirements.	EEF: "Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged." EEF: Continuing Professional Development	All
<u>Language development</u>	DfE: The number and quality of the conversations that they have with adults and peers throughout the day in a language-rich environment is crucial. DfE (2025): Statutory Framework for the Early Years foundation stage Improving Literacy in Key Stage 2 (recommendations 1-3, EEF) Improving Literacy in Key Stage 1 (recommendations 1-4, EEF)	1 & 2

	Beck: '.... because of the large role Tier Two words play in a language user's repertoire, rich knowledge of words in the second tier can have a powerful impact on verbal functioning. Thus, instruction directed toward Tier Two words can be most productive.' I Beck: Bringing Word to Life	
<u>Curriculum</u> -Maths Mastery and daily maths fluency lessons. -Quizzing at the beginning of lessons. -Use of accredited Early Reading programme (Little Wandle Letters and Sounds Revised). -Whole class reading. -Thematic spiral curriculum. -Collaborative learning (including additional staffing in year 6)	A well-sequenced, engaging and relevant curriculum offer will lead to greater success in learning for individuals, across classes and over time. High quality curriculum enables staff to address gaps for pupils who need to catch up and keep up due to barriers of attendance. EEF: Phonics EEF: Mastery learning; EEF: Reading comprehension strategies Hattie (2003) suggests, teacher quality alone accounts for 30% of the variance in student performance. The communities that will be formed by working collaboratively will enhance teacher effectiveness and expertise (Hattie, 2015).	All

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 86,038 (2025-26 budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Explore and Talk' intervention (reception). Including training and staff release time.	'Explore and Talk' is a speech and language-based initiative and was developed by specialist speech and language therapists.	1 & 2
Implementation of 'child led' book talk	Child led book talk is an English Hub initiative developed to improve oral language. It is based on LuCID research that: ●Dialogic reading styles are more effective at boosting children's language development than a simple, storytelling narrative style. ●Interventions based on dialogic reading styles have a	1 & 2

	positive impact on children's expressive vocabulary.	
Little Wandle Letters and Sounds keep up sessions run by teaching assistant and teachers (within school day)	'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home (Phonics, EEF toolkit)	1 & 2
Number sense intervention run by teaching assistants (KS2) within school day	The programme is informed by research into the mathematical development of young children, by 10 years of classroom teaching, and by maths lesson observations in Shanghai. <u>7 key research principles</u> underpin the programme.	1
Before and after school catch up groups using Little Wandle Letters and Sounds (rapid catch up programme) or Number Sense	Using number sense and Little Wandle Letters and Sounds (see above)	1 & 2
Additional staffing in year 6 to support less able and greater depth pupils specifically.	Hattie (2003) suggests, teacher quality alone accounts for 30% of the variance in student performance. The communities that will be formed by working collaboratively will enhance teacher effectiveness and expertise (Hattie, 2015).	1 & 2

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

Budgeted cost: £ 108,198 (2025-26 budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting social, emotional and mental health needs -2 learning mentors and a higher-level teaching assistant (trained in ELSA) to run groups or 1:1 sessions with children who need SEMH support. -Nurture 'Nest' provision to support learning and emotional regulation -Morning groups to promote healthy starts	An evidence-based approach that supports emotional literacy with individuals or groups.	3 & 5

and attendance (breakfast and nurture)		
Supporting social, emotional and mental health needs -Senior mental health lead and an additional 2 members of staff trained in mental health first aid. -Whole school training and approach - Emotion Coaching -Whole school approach Trauma Informed -Mental Health Support Team Wellbeing Service	This approach supports the conversations about mental health problems. Trained staff are able to recognise the early signs and symptoms of mental health problems. These members of staff are able to provide first aid until professional support or treatment can be put into place. Whole staff emotion coaching approach supports pupils and adults to understanding and support emotional regulation. Trained staff to support families and young people with barriers to attendance (mental health, routines, school avoidance, etc)	3 & 5
Supporting social, emotional and mental health needs Drama therapy support (1:1).	An evidence-based approach that supports children who have experienced loss or trauma to express their emotions.	3
Behaviour management and behaviour for learning Implementation of trauma informed school as a whole school approach to supporting mental health and wellbeing of children.	A mentally healthy school is one that adopts a whole-school approach to mental health and wellbeing (Mentally healthy schools – Anna Freud National Centre for Children and Families). Research has shown that schools which are trauma informed have improved pupil behaviour, improved academic achievement, improved school climate, a reduction in absences, and reductions in bullying and harassment. (DfE Mental Health and Behaviour in Schools November 2018)	3 & 5
Behaviour management and behaviour for learning Forest school including targeted after school club.	Forest School and its impacts on young children: Case studies in Britain details many of the positive impacts that can be experienced through forest school including positive changes in behaviour and improved communication skills.	3 & 4
Participation and inclusion in school life Wider enrichment and experiences provided (through the removal of financial barriers) – funded full time nursery places, free after school clubs, subsidised residential visits,	Research to understand successful approaches to supporting the most academically able disadvantaged pupils (DfE, 2018), demonstrates the impact of addressing barriers to success in education that derived from a family's material poverty	3 & 4

musical tuition and additional enrichment.		
Attendance Use of principles of whole school attendance strategy (DfE guidance) Learning mentor role in supporting persistent absenteeism and reducing barriers for key families. Attendance officer role working with Head of School to ensure robust system for tracking absenteeism and the steps taken to support families to get children back into school.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance The most effective schools consistently promote the benefits of good attendance at school and make schools a place pupils want to be, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance. Working Together to Improve School Attendance (DFE: August 2024)	5

Total budgeted cost: £ 280,275 (2025-26 budget)