

Pupil Premium Impact Report



This report 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 the effect that last year's spending of pupil premium had within our school (2024-25 academic year).

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 academic year (2024-25)	£247,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 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 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.

Intended outcome	Review
To reduce the language gap for disadvantaged pupils.	For listening and attention - disadvantaged pupils achieved 83% which was in line with all pupils at 85%. CLL for all pupils was 88% for word reading - disadvantaged pupils achieved in line at 83%. Contributing factors to this were through the use of high-quality interactions, stemmed from Little Wandle Letters and Sounds Foundations for Language as well as SALT based interventions in Nursery and Reception through the NHS and through the NIPA project. -Evidence (for example learning walks, explorations and evidence in books) demonstrated children are applying their tier two vocabulary knowledge both orally and in their writing. Explicit teaching of vocabulary in all subject has also supported this.
To maintain high attainment and progress for disadvantaged pupils through consistent and quality first provision.	-There is a gap between disadvantaged and non-disadvantaged pupils working at greater depth in years 1-5. -In Early Years, disadvantaged pupils generally perform in line with non-disadvantaged pupils for reading and maths. In reception, there is a slight gap in writing and in nursery, there is a larger gap (18%) between disadvantaged and non-disadvantaged pupils. -Progress in Y3 maths and reading is slightly below, and in Y2 writing.
To ensure disadvantaged pupils are provided with the SEMH or wellbeing support they need to ensure this is a reduced barrier to their learning.	-98% of pupils were identified for SEN in the first 2 years of being at Chesterton. -Pupil voice and surveys evidenced that pupils felt well supported with their SEMH and wellbeing needs. -The impact of our nurture provision (The Nest) has evidenced (learning walks, pupil voice, reduction in incidents) that pupils with higher level needs are being more successful both inside and outside of the classroom. -The focus on providing trauma informed approaches linked to the zones of regulation have enabled pupils to develop strategies to self-regulate (or with the support of an adult) which has minimized disruptions to learning for key pupils.
To ensure disadvantaged pupils have the same enrichment experiences as non-disadvantaged pupils.	-% of disadvantaged pupils who took part in clubs in 2024-25 academic year: 44% (Autumn term) 46% (Spring term) 43% (Summer Term)

	-All disadvantaged pupils were able to access school educational visits and residential visits (due to removal or subsidising of costs). -All disadvantaged pupils were able to access musical instrument tuition and Hey Day films.
To increase attendance of disadvantaged pupils so that they are in line with national expectations.	-Attendance for disadvantaged pupils was 93.6% which was in line for all pupils at 93.9% at the end of the summer term for 2024-2025. Attendance will remain a priority.

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds	Little Wandle