

# Pupil premium strategy statement – Chilton County Primary School

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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	9.29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	Three academic years- 2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	April 2025
Statement authorised by	
Pupil premium lead	Rebecca Vousden
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,290
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£41,290

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all children, irrespective of their background or challenges that they face, will achieve their full potential both academically and socially/ emotionally so that they are ready for their next stage in education. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal including those that are high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We know that high quality first teaching has the largest impact on children's outcomes and this is at the heart of our approach. We will invest in developing our staff so that all children experience highly effective teaching on a day-to-day basis. This is proven to have the greatest impact on closing the attainment gap for all groups of pupils both disadvantaged and non-disadvantaged. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Some children, who are disadvantaged, will need additional social, emotional, mental health and behavioural support. Children will benefit from targeted support both within a classroom setting and through intervention to ensure that children are emotionally ready to be able to learn successfully within the classroom. We will continue to develop and improve our provision to ensure that staff leading interventions have specific specialised training to be the expert within their roles.

We use robust diagnostic assessment to identify the potential impact of disadvantages and use this to ensure that our approach is tailored to the needs of our children. We are responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure that they are effective we will:

- Act early to intervene at the point that need is identified whether that is academically or with social, emotional and mental health needs.
- Ensure that disadvantaged pupils are set work that is appropriate to their needs and provide scaffolding and support or challenge as appropriate.
- Adopt a whole school approach where all staff take responsibility for disadvantaged pupil outcomes and raise expectations for achievement.
- Support families through times of hardship and challenge; signposting families to external agencies when appropriate.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate <b>oral language skills gaps and vocabulary gaps among many disadvantaged pupils</b> . This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments, observations and discussions with pupils and families have identified <b>social and emotional needs for some pupils</b> , notably due to family circumstances. These challenges affect disadvantaged pupils, including their attainment.  31% of our disadvantaged pupils are currently receiving or have received additional support or intervention either internally or externally led to support their SEMH needs to support them to be ready to learn.
3	Our assessments, observations and discussions with pupils suggest that <b>disadvantaged children have greater difficulty with reading than their peers</b> .  31% of disadvantaged pupils have either a phonics score, a reading age or a reading comprehension age below their chronological age.
4	Our attendance data over the last 3 years indicates that <b>disadvantaged pupils school attendance is below attendance for all pupils</b> . The gap between disadvantaged pupils and all pupils in the year 2023-24 was wider than in previous years with disadvantaged attendance -2.7% below all pupils.  In the year 2023-24, 14% of disadvantaged pupils were persistently absent. Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupil's progress. Our disadvantaged absence was 1.3% for pupils in Year R-6, compared to 0.97% for all pupils.
5	Internal and external writing assessments (including writing moderations) indicate that <b>writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils</b> .  Currently 48% of disadvantaged pupils in Years 2 – 6 are on track to achieve Age Related Expectations in writing. This is below national outcomes for disadvantaged pupils were 2024 KS2 SATs outcomes were 58%.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident among a range of evidence including lesson observations and learning walks, book monitoring and on going formative and summative assessment.
To achieve and sustain improved well being and mental health for all pupils in our school but particularly our disadvantaged pupils.	Sustained high levels of well-being and positive mental health by 2026-27 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, parent surveys and teacher observations.</li> <li>• Increased engagement with learning which positively impacts on attainment outcomes.</li> <li>• Increased SEMH provision both internally and being accessed by our pupils with external services.</li> </ul>
Improved reading attainment among disadvantaged pupils	Reading outcomes in 2026/27 show that through targeted intervention the percentage of disadvantaged pupils with reading and comprehension ages in line with their chronological ages increases. This is reflected in our summative assessment data and KS2 SATs outcomes where disadvantaged pupils achieve above disadvantaged pupils nationally and are closing the gap between disadvantaged and non-disadvantaged pupils.
To achieve and sustain improved attendance for our disadvantaged pupils.	Sustained high-levels of attendance by 2026-27 demonstrated by: <ul style="list-style-type: none"> <li>• The overall unauthorised absence rates for disadvantaged pupils being no more than 0.97% (Chilton school 2023-24 unauthorised absence for all pupils)</li> <li>• Attendance for disadvantaged pupils being &gt;95%.</li> <li>• The percentage of disadvantaged pupils being persistently absence being at or lower than 8.3% (8.3% being national persistent absence rates for all pupils in 2022-23)</li> </ul>
Improved writing data among disadvantaged pupils.	Writing outcomes in 2026/27 show that the percentage of disadvantaged pupils achieving age related expectations has increased to be above the national average for disadvantaged outcomes at 58% (Disadvantaged writing 2024 SATs outcomes) and closing the gap between disadvantaged outcomes and outcomes for all pupils in writing (78% 2024 SATs Year 6 all pupils)

## 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: £44,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Embedding oracy and vocabulary</b> activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training, including inset day training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions and strengthening our oral language and vocabulary approach will have a high impact on pupil outcomes.</p> <p><a href="#">Oral language interventions   EEF</a>  <a href="#">Improving Literacy in Key Stage 1   EEF</a></p>	<p>1,2,3,5</p>
<p><b>Embedding reading fluency strategies</b> within our guided reading sessions. These will support pupils reading fluency and expression which in-turn will support pupils' comprehension. We will purchase resources and fund ongoing teacher training and subject leader release time.</p>	<p>Reading fluency has been shown to support pupils' comprehension. Reading Fluency has been identified by EEF as a high impact approach in their KS2 Literacy Guidance Report and referenced in The Reading Framework.</p> <p><a href="#">Reading comprehension strategies   EEF Fluency   EEF</a>  <a href="#">KS2 Reading Fluency Project: Education Endowment Foundation (EEF) funded trial   HFL Education</a></p>	<p>1,2,3</p>
<p><b>Enhance our approach to supporting our lower attaining writers</b> to make rapid progress through effective planning, modelled and shared writing and scaffolding throughout our English learning journeys. We will purchase resources, have continual professional development internal and external, subject release time and coaching.</p>	<p>High quality first teaching has the most significant impact on pupil progress overtime. In the 'Simple View of Writing' (Beringer et al) they recognise that to support pupils with writing composition teachers need to use appropriate scaffolds and approaches to reduce the demand on working memory.</p> <p>EEF  <a href="#">Literacy KS1 Guidance Report 2020.pdf</a>            Pg30  <a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a></p>	<p>5</p>

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

Budgeted cost: £ 16,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Daily 1:1 reading sessions</b> for pupils identified with a reading age below their chronological age.	Encouraging children to read aloud and have conversations about the book is an effective way to develop reading fluency and develop pupils speaking and listening skills. <a href="#">Oral language interventions   EEF</a>	1,3,5
<b>Additional phonics sessions</b> targeted at disadvantaged pupils who require further phonics support. This will be achieved through small group phonics sessions and targeted daily phonics ladders.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Tightly targeted phonics interventions delivered on a regular basis over multiple weeks have been shown to be most effective.	1,3,5
<b>Small group interventions</b> targeting children's specific needs as identified through diagnostic assessment for writing.	The Education Endowment Foundation indicates that this an effective approach for targeted academic support with pupils making on average an additional 4 months of progress. Small groups evidence: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1,3,5

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

Budgeted cost: £17,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue and further enhance our <b>small group and individual social, emotional and mental health interventions</b> which include: ELSA, Draw and Talk, social skills groups, play therapy and Nature Rangers. Taking part in the MHST pilot project to increase SEMH interventions within school.	<ul style="list-style-type: none"> <li>Children with social and emotional gaps are less successful in engaging with learning in school. The Education Endowment fund indicates that social and emotional learning has moderate impact for a low cost.</li> <li>Over time we have seen the positive correlation between progress achieved in ELSA and play therapy with its wider impact on progress within the classroom.</li> <li>Feedback from parents who have received additional support demonstrates that the</li> </ul>	2,4

	<p>additional support provided by school and or outside agencies enables them to better support their children.</p> <p><a href="#">Improving social and emotional learning in primary schools EEF</a></p> <p><a href="#">Metacognition and self-regulation   EEF</a></p>	
<p><b>Attendance – Identified lead within SLT team</b></p> <p>Embedding principles of good practice set out in the DfE’s guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures, complete attendance monitoring and analysis and work with parents to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2,4
<p><b>Residential and other school trips</b></p>	<p>The whole child should be considered as part of a child’s development. Residential trips increase life experiences, increase self-esteem and help children to feel equal to their peers</p>	
<p><b>After School Club Activities and music lessons</b></p>	<p>1. Children have improved health and well-being when they are exposed to a range of sports activities and experiences. (I Rock, Clubs, Swimming, Breakfast Club)</p>	

**Total budgeted cost: £ 78,562**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria
<b>Improved attainment in KS1 in Reading, Writing and Maths.</b>	<p>Attainment for PP children will be at least in line with all disadvantaged children nationally and the gap between outcomes for all children and PP children will be closing.</p> <ul style="list-style-type: none"> <li>• Book monitoring, coaching records and learning walks indicate PP children making good progress from their starting points.</li> <li>• Summative assessment data demonstrates good progress and attainment for these children. Pupil conferencing demonstrates that these children have learned the curriculum – there has been a change in long term memory with an initial focus on the core subjects.</li> </ul>

In Year 1 there were 5 children eligible for Pupil premium (PP). They made expected progress in writing and good progress in maths from their Early learning goals starting points. Reading progress appears less strong however we are intending to change our approach to reading assessment in KS1 to ensure that our outcomes are an accurate reflection of ability. Three pupils passed their phonics screening and two pupils scored higher than 25 (where the pass mark is 32.) Book monitoring indicates expected or good progress. As a school, we have been supporting one pupil with school attendance

Early years Good Level of Development:	40% (2/5)		
	R	W	M
Year 1 Summer 24 (5 children)	0%	40%	80%
	Phonics 60%		
National average disadvantaged KS1 2022	68% phonics	41%	52%

In Year two, there were 5 pupils who qualify for PP funding. 3 / 5 pupils are working outside of their national curriculum year group expectations which is reflected in the results below. One pupil is on the SEND register and three pupils are or have received support for SEMH through school.

	R	W	M
Year 2 Summer 24 (5 children)	25%	25%	25%
	Phonics %		
National average disadvantaged KS1 2022	68% phonics	41%	52%

<p><b>Attendance for PP children will be in line with all children in the school through early identification and support.</b></p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall attendance gap between all pupils and disadvantaged pupils to be reduced to 1% or less.</li> <li>• The percentage of disadvantaged pupils who are persistently absent reduces to be no more than 15%.</li> <li>• Attendance for children improves through effective support from school including notice letters, parent meetings and contracts and support from the local authority as appropriate.</li> <li>• Families and children are clear about the importance of having good attendance and the impact it has on children's attainment.</li> </ul>
<ul style="list-style-type: none"> <li>• PP attendance 93% for academic year 2023-24. Attendance for all pupils was 95%. National disadvantaged attendance is 89%. The gap between disadvantaged pupils and all pupils is now 2% and attendance for disadvantaged pupils is above national average -the gap is closing for disadvantaged pupils.</li> <li>• National persistent absence is 20.7% for all pupils with persistent absence referring to pupils who miss more than 10% of their possible school sessions. At Chilton primary school, the percentage of disadvantaged pupils who are persistently absent is 18% below national persistent absence for all pupils. The overall trend indicates that attendance has increased for disadvantaged pupils however unauthorised absence has also slightly increased. Unauthorised absence for disadvantaged pupils was 1.8%, unauthorised absence for all pupils was 0.96%.</li> <li>• We have supported two PP families with attendance, one family with transport to school and when to send your child to school, one family with parenting/ SEMH support. In total we met with 5 PP families for attendance meetings.</li> <li>• One of our PP pupils has 'severe' absence which is due to attending school for a reduced number of hours in agreement with school – this impacts on our overall PP attendance.</li> </ul>	
<p><b>Children will be provided with tailored support to close the gap between their chronological age and their reading age.</b></p>	<p>The percentage of children with a reading age below their chronological age will reduce so that more than 80% of disadvantaged children have a reading age in line with or above their chronological age. To achieve this, we will ensure that:</p> <ul style="list-style-type: none"> <li>• Children whose reading age, comprehension or fluency is below their chronological age are quickly identified.</li> <li>• Tailored support is in place to support children by regular reading, interventions and high quality in class reading teaching.</li> <li>• Children who are not on track in phonics are identified quickly.</li> <li>• Children who are in the early stages of reading benefit from a robust approach to teaching phonics.</li> <li>• Short, tailored interventions are used to revise phonics sounds daily and children receive tailored phonics work and exposure to their year group phonics.</li> </ul>
<p>We have tightened our approach tracking, monitoring and supporting our lowest 20% of readers across the school over the last two academic year. At the beginning of each year all PP pupils have their reading age and phonics scores assessed. We then identify children that need daily reading and tailored individual support such as phonics ladders or reading</p>	

comprehension sessions. All pupils who are not on track with their phonics phonemes received daily phonics ladders intervention. We have seen the impact of this on our phonics outcomes last academic year. 3/5 children, 60% passed their phonics assessment in Year 1.

57% (3/5) of PP children achieved ARE in their KS2 reading SAT at the end of Year 6 which is inline with their KS1 outcomes and national disadvantaged outcomes.

In our Ofsted report (2024) it identifies that 'The teaching of reading is a key priority that enables pupils to develop a love of reading.' 'Pupils who require extra support with phonics are identified swiftly and receive timely and appropriate help to help them catch up.'

<p>To achieve and sustain good progress for all pupils and particularly our disadvantaged pupils <b>in class inclusive provision will be tailored to children's individual needs.</b> Targeted interventions will be used effectively to ensure that children with additional educational needs are making good progress.</p>	<p>Sustained increases in attainment and securing good progress over time for all pupils and particularly our disadvantaged pupils will be achieved by:</p> <ul style="list-style-type: none"> <li>• Effective in class provision which is tailored to children's individual needs as appropriate. Evidenced through learning walks, pupil progress meetings, pupil conferencing and summative assessment data.</li> <li>• Interventions that are tightly focused on specific areas of need with outcomes that are measurable. Children make good progress from their starting points and apply their learning within a classroom setting. Evidenced through intervention learning walks, pupil conferencing and pupil progress meetings. Progress from starting points will be identifiable through summative assessment.</li> <li>• Children receive external agency support as needed to secure good progress. School works effectively with stakeholders to secure this.</li> </ul>
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Ongoing monitoring and external monitoring indicates that we are making effective use of differentiation and scaffolding to meet all pupils needs – this is particularly apparent in the core subjects reading, writing and maths. We do use scaffolding in the foundation subjects however this continues to be an area for further development. This was identified in our Ofsted report (July 2024) 'Staff make well considered adjustments where needed, including for children with SEND, so that they are able to access the same curriculum as their peers. Consequently, pupils with additional needs are prepared well for the next stage of their education.

<p>To achieve and sustain <b>improved well-being</b> for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils including those that happen within the school day.</li> </ul>
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- 10/28 pupils received additional internal or external support last year to support academic achievement, SEND and SEMH needs and attendance which is significantly higher than for all pupils. Children have had high levels of engagement in enriching experiences within the curriculum such as having visitors such as Little City coming into school, and practical lessons such as making balloon globes, exploring the layers of a Roman Road to develop cultural capital experiences. As a school we have mapped our cultural capital across the curriculum to ensure that all children have rich and diverse experiences.

- Club attendance continues to be slightly lower for PP pupils than it is for all pupils – PP club attendance 36%, all pupil club attendance is 50% as an average across the year. We had highest PP club attendance in the Autumn and spring term.
- Across the academic year we supported 8/28 children who are eligible for pupil premium to support their emotional wellbeing. This has included support for service children, Emotional literacy support, engagement with outside agencies and within SEND support.