

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	320
Proportion (%) of pupil premium eligible pupils	8.12% Not including nursery
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Three academic years- 2024-25 2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Chair of Governors
Pupil premium lead	Rebecca Vousden
Governor / Trustee lead	Helen Rae

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£46,550

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 all pupils including those that are disadvantaged to achieve this aim.

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 oral language skills gaps and vocabulary gaps among many disadvantaged pupils . This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional needs for some pupils which can be a barrier to being ready to learn. These challenges affect disadvantaged pupils, including their attainment.</p> <p>52% of our disadvantaged pupils are currently receiving or have received additional support or intervention within the last year. This has been either internally or externally led to support pupil's SEMH needs so that they are ready to learn.</p>
3	<p>Our assessments, observations and discussions with pupils suggest that disadvantaged children have greater difficulty with reading than their peers.</p> <p>In the academic year 2025-26, 48% of disadvantaged pupils have either a phonics score, a reading age or a reading comprehension age below their chronological age.</p>
4	<p>Our attendance data over the last 3 years indicates that disadvantaged pupils school attendance is below attendance for all pupils. In 2024-25, disadvantaged pupil attendance was -3.2% below attendance for all pupils with overall disadvantaged attendance at 92.1% and attendance for all pupils being 95.3%</p> <p>In the year 2024-25, 24% of disadvantaged pupils had attendance below 95% at the end of the year. A higher number of pupils had attendance below 95% across the year however we worked with families to improve this by the end of the year. Disadvantaged attendance is stronger than in the year 2023-2024 where 39% of disadvantaged pupils had attendance below 95% however it continues to be well above persistent absence rates for all pupils which were 7.5% in 2024-25. Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupil's progress.</p>
5	<p>Internal and external writing assessments (including writing moderations) indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Currently 31% of disadvantaged pupils in Years 2 – 6 are on track to achieve Age Related Expectations in writing. This is significantly below national disadvantaged outcomes in writing and outcomes for all pupils in writing by the end of Year 6. National outcomes for disadvantaged pupils were 2024 KS2 SATs outcomes were 58%.</p>

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 ongoing 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"> • Qualitative data from student voice, parent surveys and teacher observations. • Increased engagement with learning which positively impacts on attainment outcomes. • Increased SEMH provision both internally and being accessed by our pupils with external services.
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"> • The overall unauthorised absence rates for disadvantaged pupils being no more than 0.8% (Chilton school 2024-25 unauthorised absence for all pupils) • Attendance for disadvantaged pupils being >95%. • The percentage of disadvantaged pupils being persistently absence being at or lower than 7.5% (7.5% being persistent absence rates for Chilton Primary in 2024-25 for all pupils.)
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 (82% 2025 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: £46,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding oracy and vocabulary activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will fund ongoing teacher training, including inset day training and release time. We will work with other local schools to complete an 'oracy study' where the focus is on disadvantaged pupils.</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>Oral language interventions EEF Improving Literacy in Key Stage 1 EEF</p>	<p>1,2,3,5</p>
<p>Embedding reading fluency strategies 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>Reading comprehension strategies EEF Fluency EEF KS2 Reading Fluency Project: Education Endowment Foundation (EEF) funded trial HFL Education</p>	<p>1,2,3</p>
<p>Enhance our approach to supporting our lower attaining writers 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</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 Literacy KS1 Guidance Report 2020.pdf Pg30</p>	<p>5</p>

external, subject release time and coaching.	EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	
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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
Daily 1:1 reading sessions 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. Oral language interventions EEF	1,3,5
Additional phonics sessions 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
Small group interventions 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: Small group tuition Teaching and Learning Toolkit EEF	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 small group and	<ul style="list-style-type: none"> Children with social and emotional gaps are less successful in engaging with 	2,4

<p>individual social, emotional and mental health interventions 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.</p>	<p>learning in school. The Education Endowment fund indicates that social and emotional learning has moderate impact for a low cost.</p> <ul style="list-style-type: none"> • 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. • Feedback from parents who have received additional support demonstrates that the additional support provided by school and or outside agencies enables them to better support their children. <p>Improving social and emotional learning in primary schools EEF Metacognition and self-regulation EEF</p>	
<p>Attendance – <i>Identified lead within SLT team</i></p> <p>Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance.</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>Residential and other school trips</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>After School Club Activities and music lessons</p>	<p>1. Children have improved health and well-being when they are exposed to a range of sports activities and experiences. (Clubs, Swimming, Breakfast Club)</p>	

Total budgeted cost: £ 80,279

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> 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 by 2026-27
<p>Last year was the first year of a three-year oracy objective. Whole school actions towards this include staff CPD, mapping subject vocabulary across all subjects and our super six words in literacy, developing targeted oracy actions within our teaching across the curriculum and writing our oracy framework which outlines which aspects of oracy will be taught when across the school. The impact of this work will predominantly be qualitative and will be seen in the next two academic years. We should also see an impact on writing outcomes in the long-term. Teachers feel that they have seen the short-term impact of direct vocabulary and oracy teaching where children are using a wider range of vocabulary confidently.</p>	
Improved writing data among disadvantaged pupils.	<p>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)</p>
<p>Disadvantaged writing outcomes for Year 6 showed that 66% achieving Are Related Expectations. This is above national percentages for disadvantaged pupils which is 59%. Year 6 outcomes for all pupils were 82% at ARE which is a gap of -16% between all pupils and those that are disadvantaged. We did have a very low number of disadvantaged pupils in Year 6 last year and therefore percentages are not statistically significant.</p>	
To achieve and sustain improved wellbeing and mental health for all pupils in our school but particularly our disadvantaged pupils.	<p>Sustained high levels of well-being and positive mental health by 2026-27 demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from student voice, parent surveys and teacher observations. Increased engagement with learning which positively impacts on attainment outcomes. <p>Increased SEMH provision both internally and being accessed by our pupils with external services.</p>
<p>52% of disadvantaged children accessed some form of well-being or mental health support opportunities in the academic year 2024-25. Many children who accessed support, accessed support in more than one area -13/25 pupils accessed additional support and 22 interventions were taken up across the year. These have included: Emotional Literacy Support, Forest school, Draw and Talk intervention, working with the Mental Health Support Team, attending the 'Big Feelings' group, attending before school club to support with attendance, Young Carers yoga, alternative provision afternoon group and accessing extra-curricular clubs. Many of these opportunities were introduced for the first-time last year, for example, the opportunity for parents and children to work with the Mental Health Support Team, young carers yoga and the alternative provision afternoon group. We feel that we have made good progress towards</p>	

<p>this target in the last academic year and the uptake in opportunities has increased from the year 2023-24.</p> <p>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.</p>	
<p>Improved reading attainment among disadvantaged pupils</p>	<p>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.</p>
<p>66% of disadvantaged pupils achieved Age Related Expectations in their SATs at the end of Year 6. This is below the percentage nationally for all pupils which was 75% for 2024 but above the percentage for disadvantaged pupils which was 63%.</p> <p>In Years 2-6, 28% disadvantaged pupils received additional support for reading where a need had been identified. Of the 28%, 57% made better than expected progress in their reading or comprehension ages over 2024-25. Interventions included phonics interventions, daily reading, high frequency flash cards and reading comprehension interventions.</p>	
<p>To achieve and sustain improved attendance for our disadvantaged pupils.</p>	<p>Sustained high-levels of attendance by 2026-27 demonstrated by:</p> <ul style="list-style-type: none"> • The overall unauthorised absence rates for disadvantaged pupils being no more than 0.97% (Chilton school 2023-24 unauthorised absence for all pupils) • Attendance for disadvantaged pupils being >95%. • 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)
<p>In the year 2024-25, 24% of disadvantaged pupils had attendance below 95% at the end of the year. A higher number of pupils had attendance below 95% across the year however we worked with families to improve this by the end of the year. Disadvantaged attendance is stronger than in the year 2023-2024 where 39% of disadvantaged pupils had attendance below 95% however it continues to be well above persistent absence rates for all pupils which were 7.5% in 2024-25.</p> <p>Unauthorised absence for disadvantaged pupils in 2024-25 was 6.9% compared to unauthorised absence rates of 3.6% for all pupils. Unauthorised absence was significantly higher than it was for all pupils and this was predominantly for taking holidays in term time.</p>	