



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged children.

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 children premium had within our school.

School overview

Detail	Data
School name	Chestnuts Primary School
Number of children in school	413
Proportion (%) of pupil premium eligible children	20% (83)
Academic year/years that our current pupil premium strategy covers	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Katie Horwood
Children premium lead	Katie Horwood
Governor Lead	Dan Salem

Funding overview

Detail	Amount
Children premium funding allocation this academic year	£136,680.00
Total budget for this academic year	£136,680.0



Part A: Children premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

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

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve



Challenges

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

Challenge number	Detail of challenge
<p>Challenge 1 Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p>Challenge 2 – 3 Improved phonics, reading, writing and maths attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers. GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2023 - 24.
<p>Challenge 4 Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.</p>	<p>Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as free breakfast club, after school clubs, residential and educational visits.</p>
<p>Challenge 5 Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys, Boxall profiles and teacher observations a reduction of incidents on CPOMs linked to mental health

<p>Challenge 6 Success for pupils with SEND</p>	<p>Individual assessment, where needed, using the MAPP tools, shows progress against personal targets. Observations and attainment monitoring shows decreasing number of pupils working 'below' their year group ARE.</p>
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Activity in this academic year

This details how we intend to spend our children premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Lead – Embed Little Wandle phonics programme. Training for support staff. Resources and CPD for all Nursery – Y3 staff, Little Wandle reading material for Reception – Y3, free reading books for KS2</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Purchase of 'Colour Banded' books across KS1 and KS2 to ensure children are provided with a text suitable for their reading ability to read at home to develop their reading fluency as well as improve their reading comprehension. Some of our disadvantaged pupils have very little access to books at home.</p>	<p>Research shows that being able to read fluently aids reading comprehension. Providing children with suitable books for their reading ability will support their reading fluency.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</p>	1,4
<p>Teacher and Support Staff Development model – CPD program to develop reflection skills and embed new skills introduced in training.</p>	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes - EEF. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/fe</p>	1,2,3,4,5,6



	<p>edback</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Renew subscription to Power Maths planning and resources.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	1,2,3
<p>Enhance our teaching of the curriculum with a strong focus on recall and ongoing feedback within lessons so that children know and remember more.</p>	<p>Rosenshine's Principles of Instruction states that revisiting knowledge reduces the forgetting curve which ensures that built in regular recall of knowledge in lessons will mean that children are more likely to learn and remember key knowledge.</p>	1
<p>Specialised Art Teacher and Leader:</p> <ul style="list-style-type: none"> ● Inspires and motivates our children ● Provides strong subject knowledge ● Provides wider life experiences through clubs that are run by Art lead 	<p>Specialised Art teacher allowing children to develop their music ability and confidence across the school. EEF evidence shows that involvement in artistic and creative activities can develop engagement and also language skills.</p>	1,4,5



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

Budgeted cost: **£65,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged children who require further phonics support. This will be delivered in addition to daily sessions.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>
<p>Additional support staff trained to carry out effective focused interventions as well as supporting in the classroom.</p>	<p>Examples of interventions include:</p> <ul style="list-style-type: none"> ● Additional staff time to support Daily Reading ● Phonics Keep-up groups ● Speech & Language development ● Power Maths interventions <p>Teaching assistants can provide a large positive impact on learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1</p>



<p>KS2 0.6 FTE additional teacher to deliver targeted reading interventions.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,6</p>
<p>Targeted support from SLT in small groups</p>	<p>Quality first teaching supports children to make accelerated progress</p>	<p>1,2,3,4</p>
<p>Speech and Language Therapy support to provide assessment and advice 1 day per week.</p>	<p>The EEF toolkit suggests that interventions matched to specific pupils' needs can be effective, particularly when delivered through 1:1 or through small group support. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. EEF</p>	<p>1,2,3,6</p>



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

Budgeted cost: **£24,720**

Activity Evidence that supports this approach		Challenge number(s) addressed
Improve emotional regulation and therefore outcomes for disadvantaged children	Music therapist Speech and Language therapist	5,6
Identification of eligible pupils through Igfl package.	Accurate and timely identification of eligibility is essential in PP management.	1-6
Fully fund a drama therapist in school one day a week.	To support vulnerable children with emotional needs. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1-6



<p>Part-fund our Pastoral Lead to work with children and families across the school to improve their attitudes to learning as well as punctuality and attendance.</p>	<p>High attendance and punctuality has a positive impact on children's academic confidence and attainment. Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Breakfast and After school club</p>	<p>Where childcare is in place, provided free to families that are able to bring their children to school regularly and punctuality challenging</p>	
<p>Fund educational visits and extracurricular activities for pupils eligible for pupil premium. Providing a range of rich experiences beyond children's own lives.</p>	<p>We want all pupils to be able to participate in high-quality educational visits and experiences in order to broaden the experiences of children from disadvantaged backgrounds. These experiences will help to widen prospects and horizons for all of our children, in particular, those from disadvantaged backgrounds:</p> <ul style="list-style-type: none"> ● School trips and visits ● Y6 Residential ● Range of after school clubs / lessons where 	



	children from disadvantaged backgrounds will be given the same access to funded clubs as their non-disadvantaged peers	
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Total budgeted cost: £136,680



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 children in the 2023/24

KS1 and KS2 data highlights (outcomes)

Groups KS2:

	Boys	Girls	Disadva	Not Disadva
	34	17	11	40
Reading EXS	85%	77%	82%	83%
Reading GDS	47%	24%	36%	40%
Writing EXS	88%	88%	82%	90%
Writing GDS	50%	24%	27%	45%
Maths EXS	94%	77%	82%	90%
Maths GDS	58%	12%	27%	45%

Groups KS1:

	Boys	Girls	Disadva	Not Disadva
	21	37	10	48
Reading EXS	81%	87%	80%	85%
Reading GDS	38%	14%	10%	25%
Writing EXS	67%	76%	60%	75%
Writing GDS	19%	11%	10%	15%
Maths EXS	76%	92%	80%	88%
Maths GDS	33%	22%	20%	27%

- We aim to provide more high-quality small group interventions across the school, particularly in Maths to ensure that our attainment and progress data for our disadvantaged pupils is strong and that gaps are diminished between non-disadvantaged peers.
- We have seen continued success with our counselor, play therapist and music therapist supporting our children with social, emotional and behavioural needs. This is why this will continue to be a part of this year's Pupil Premium Strategy.
- We have targeted pupil premium children to join our enrichment clubs (as well as offering discounts to paid clubs). We are pleased with the outcomes and continue in this year's plan to target and offer support to pupil premium children to join our clubs so they can benefit from experiences beyond their everyday lives.