



Pupil Premium Strategy Statement 2025 - 2028

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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-----------------------------------|
| School name | Chapelford Village Primary School |
| Number of pupils in school | 2025-26 – 636 children |
| Proportion (%) of pupil premium eligible pupils | 2025-26 17.9% |
| Academic year/years that our current pupil premium strategy plan covers | 2025 – 2028 |

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| Date this statement was published | December 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | Mrs Laura Tottie, Headteacher Mrs Nichola Stewart, Acting Headteacher |
| Pupil premium lead | Mrs Laura Tottie, Headteacher Mrs Nichola Stewart, Acting Headteacher Mrs Lisa McDavid, Lead Teacher for Inclusion |
| Governor | Heather Da Luz Viera |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £159,079 |

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| 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 | £159,079 |

Part A: Pupil premium strategy plan

Statement of intent

At Chapelford Village Primary School, we hold the highest aspirations for every child, regardless of their background or the challenges they may face. We are committed to ensuring that all pupils, including those eligible for Pupil Premium funding, receive an ambitious, enriching, and equitable education that enables them to achieve the very best outcomes.

Our Pupil Premium strategy is driven by the belief that disadvantage must never be a barrier to success. We recognise that some pupils may face additional obstacles in their learning, wellbeing, or access to opportunities, and we are determined to remove these barriers through evidence-informed practice, targeted support, and a culture of excellence for all.

We aim to:

- **Secure high-quality teaching** as the foundation of all pupils' success, ensuring that every child benefits from consistently strong classroom practice.
- **Identify and address individual needs early**, using robust assessment and monitoring to provide timely, effective interventions.
- **Nurture the whole child**, promoting academic achievement alongside personal development, wellbeing, and confidence.
- **Broaden horizons** by ensuring equitable access to enrichment experiences that contribute to pupils' cultural capital and self-belief.
- **Work in partnership with families and the wider community** to ensure cohesive, sustained support for disadvantaged pupils.

Through relentless ambition, inclusive practice, and strategic use of resources, we strive to ensure that all pupils—particularly those facing disadvantage—are empowered to thrive, achieve, and flourish both now and in the future.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, including international new arrivals. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This is currently more evident in Early Years in Listening, attention and understanding and speaking. |
| 2 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notable increase in low-level concerning behaviours of pupils, and a lack of enrichment opportunities. Teacher referrals for support have markedly increased and remain high. There is an increase in pupils requiring additional support with social and emotional needs. |
| 3 | Our assessments show that in most year groups there is an attainment gap between achievement of pupils in receipt of pupil premium and all other pupils. This varies in year groups but is most evident in the greater depth standard across all subjects. |

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| 4 | Assessment and pupils work shows gaps in knowledge of basic skills with a particular focus on the development of spelling, handwriting and grammar. |
| 5 | Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is lower than all other pupils. Internal school data of persistent absence for disadvantaged pupils continue to be higher than non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' 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 |
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| Improved oral language skills and vocabulary among disadvantaged pupils. | <p>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> <p>Internal assessments indicate that disadvantaged pupils in KS1 and KS2 remember and know key vocabulary and as a result make good progress across the curriculum.</p> <p>WellComm assessments at the end of EYFS indicate significantly improved language, communication and interaction skills.</p> <p>Individual pupils working on speech and language therapy plans make good progress from their starting points.</p> |
| To achieve and sustain improved wellbeing (social, emotional and mental health needs) for all pupils in our school, particularly our | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • a significant reduction in low-level concerning behaviours |

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| <p>disadvantaged pupils to support them to access a full curriculum offer.</p> | <ul style="list-style-type: none"> • A reduction in staff making referrals for support for pupils • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a 100% of disadvantaged pupils accessing school residentials • Pupil voice and lesson observations indicate that pupil engagement in learning is high • Children play and interact well with each other during unstructured times of the day and are engaged in purposeful activities. |
| <p>To improve attainment and progress among disadvantaged pupils at the end of KS2 in reading, writing, maths and SPAG, ensuring that higher proportions of children meet the greater depth standards.</p> <p>Additionally, increasing the proportion of disadvantaged pupils achieving greater depth, particularly in SPaG, should be a focus to ensure that the most able disadvantaged learners are fully stretched and supported to excel.</p> | <p>A 100% of pupils without identified SEND need will achieve at least age-related expectations in reading, writing, maths and SPAG by the end of KS2.</p> <p>Internal data for disadvantaged pupils shows that they are making good progress towards their targets and reducing the gap between disadvantaged and all pupils</p> <p>SEND pupils make good progress from their varying and complex starting points.</p> |
| <p>To ensure that any barriers to learning are removed by ensuring early identification of need, assessments and intervention.</p> | <ul style="list-style-type: none"> • All pupils are assessed early and interventions ensure rapid progress. • Identified needs are addressed early so that all children get the support they need from school and wider services. |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • At least 97% attendance of vulnerable groups. • Early identification of support for families to help improve attendance. |

- Persistence absence of disadvantaged pupils is significantly reduced.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,950

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| To provide appropriate training for identified staff to deliver the Nuffield Early Learning Programme and WellComm in class and as intervention where required. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 1, 2, 3 |
| Ensure that all staff have received the appropriate training to deliver Read, Write Inc, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. This will include quality-first teaching and intervention. Including access to ongoing training and resources through RWI to continue to ensure teaching and learning is of the highest quality. | 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 | 3,4 |

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| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. To continue to train staff is ELSA, EBSA and other school based therapies to ensure all children can be supported to develop emotional skills and improved outcomes at school.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>2, 5</p> |
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| <p>We will provide training and support for teaching assistants to deliver high quality interventions in line with identified need and EEF recommendations (for example First Class at Number/ Fresh Start). This will support all areas of learning across reading, writing, maths from Reception (early reading and number) into KS1 and KS2.</p> <p>1stClass@Number EEF (educationendowmentfoundation.org.uk)</p> | <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | <p>3, 4</p> |
| <p>To provide staff training, resources and coaching and mentoring to deliver high quality teaching to spelling and grammar across the school.</p> | <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> | <p>3, 4</p> |

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

Budgeted cost: £78,589

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Ensure the targeted support for children to meet both the expected and greater depth standards based on targets.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining students or those falling behind.</p> | <p>3</p> |

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| | One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) | |
| <p>Interventions based on identified need will be delivered by trained staff and will support quality-first teaching. These include but are not limited to:</p> <ul style="list-style-type: none"> • Fischer Family Trust Wave 3 • Read, Write Inc Phonics • Read, Write Inc Fresh Start • Speech and Language Interventions | <p>Internal data has shown the effective impact of these interventions previously by the school.</p> Small group tuition EEF (educationendowmentfoundation.org.uk) | 1, 3, 4 |
| <p>Improve the quality of social and emotional learning. Social emotional and learning will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and in later life.</p> Social and emotional learning EEF (educationendowmentfoundation.org.uk) | 2 |

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

Budgeted cost: £58,540

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| Designated staff monitoring and supporting improved attendance in order that all pupils in our school, | There is extensive evidence associating good attendance in school with improved outcomes in school and in later life. | 5 |

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| particularly our disadvantaged pupils access a full curriculum offer. | Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) | |
| Local Authority attendance Officer (gold level) working closely with school to further support attendance particularly where there is persistent poor attendance. | Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) | 5 |
| To ensure all emotional and mental health needs are met through a range of strategies, for example Play Therapy and Therapeutic Play. | EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net) | 2 |
| Designated staff offering family support – liaison with other support in community i.e. social care, IDVA etc. | Parental engagement EEF (educationendowmentfoundation.org.uk) Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) | 2 |
| Access to a wide range of after school activities, educational trips and residential trips to support children to have access to a range of opportunities. | There is a strong evidence base that suggests that the cultural capital passed on through families along with abstract and formal ways of acquiring knowledge helps children do better in school. | 1, 3 |
| Support for families to ensure children have access to uniform that supports them to feel part of the school community. | | |

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| <p>Rapid referral for educational psychologist assessments so that appropriate provision is put in place. These include but are not limited to:</p> <ul style="list-style-type: none"> 1:1 support Play therapies Cognitive behaviour therapy | <p>There is strong evidence that timely, targeted support greatly improves the quality learning and the outcomes for individual pupils.</p> | <p>2, 3</p> |
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Total budgeted cost: £159,079

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the [2024 to 2025 academic year](#).

Attainment outcomes for pupils in receipt of the PPG against statutory assessments:

| | School: | National: |
|------------------------|--|---|
| GLD: | 43% | 51.5% (2024) |
| Year 1 Phonics: | 100% | 67% |
| Year 2 Phonics: | 100% | Not available |
| KS2: | Reading: 84% ARE+ / GD 21% Writing: 80% ARE+ / GD 15% SPAG: 88% ARE+ / GD 4% Maths: 83% ARE+ / GD 33% | National all pupils: Reading: 75% ARE+ / GD 33% Writing: 72% ARE+ / GD 13% SPAG: 73% ARE+ / GD 30% Maths: 74% ARE+ / GD 26% |

Overall, the school's performance data indicates that pupils—including those who are disadvantaged—are achieving highly across most key measures when compared with national outcomes.

At the end of 2025, Early Years remains the key area requiring improvement. The school's **GLD outcome** (43%) sits notably below the national average (51.5%), indicating that disadvantaged pupils in September 2025 are entering Key Stage 1 with lower levels of readiness for learning. This highlights the need for targeted early intervention and language development.

Early reading outcomes are exceptional. Both **Year 1 and Year 2** Phonics outcomes are at **100%**, significantly above national averages. This suggests that early literacy, including targeted support for disadvantaged pupils, is highly effective and ensures that gaps are closed quickly.

Across **Key Stage 2**, outcomes are strong and, in many cases, exceed national averages. Reading, writing, SPaG, and maths all demonstrate high proportions of pupils achieving ARE, with reading, SPaG, and maths also showing strong performance at higher standards. These results suggest that disadvantaged pupils are likely achieving at least in line with, and in some cases above, all pupil nationally. **The strong attainment profile indicates that high-quality teaching and well-targeted interventions are supporting disadvantaged learners to achieve well by the end of KS2.**

However, some subject-specific considerations remain. While attainment in SPaG at ARE is strong (88% vs 73% nationally), the proportion achieving greater depth (4%) is significantly lower than national (30%). This may indicate that the most able disadvantaged pupils require greater challenge and opportunities to deepen their learning.

Attendance:

| | School: | National: |
|--------------------|---------|-----------|
| Attendance | 94.2% | 88.8% |
| Persistent absence | 15% | 33.4% |

Attendance for disadvantaged pupils at the school is notably stronger than national figures. The school's disadvantaged attendance rate of **94.2%** is significantly higher than the national disadvantaged average of **88.8%**, indicating that pupils eligible for additional support are attending school far more consistently than their peers nationally.

Persistent absence among disadvantaged pupils is also substantially lower than the national picture. With a school rate of **15%**, compared with the national disadvantaged rate of **33.4%**, the data shows that disadvantaged pupils at the school are less than half as likely to be persistently absent.

These outcomes demonstrate the positive impact of the school's work to remove barriers, support families, and promote strong engagement with education. While further work should continue to target individual pupils at risk of low attendance, the school's performance reflects a strong culture of inclusion, effective pastoral support, and highly successful strategies that ensure disadvantaged pupils access learning regularly and reliably.

Wider School:

24 children have had access to breakfast club which has supported learning readiness Breakfast club. 17 of these pupils were disadvantaged.

Two EP assessments have taken place with one of these pupils being disadvantaged.

9 children (5 disadvantaged) have accessed Play Therapy sessions.

31 pupils who are disadvantaged have accessed attendance support.

22 disadvantaged pupils have accessed Mental Health Support (varying levels of intervention)

26 pupils have been supported with uniform, either school voucher for shoes or Preloved uniform packs.

100% of children have been supported to attend a range of afterschool clubs, sporting opportunities, day trips and residential.

