

# Pupil premium strategy statement – Chesterton Primary School

This statement details our school's use of pupil premium (and recovery 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	175
Proportion (%) of pupil premium eligible pupils	31%
1	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rae Aldous
Pupil premium lead	Victoria Storey
Governor / Trustee lead	Simon Brainbridge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 82,880
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£ 82,880

# Part A: Pupil premium strategy plan

## Statement of intent

At Chesterton Primary School, pupil premium pupils will be given opportunities, experiences and support to minimise any deficit due to disadvantage. Pupils will make at least the same academic progress and attainment as their peers and will have the social and academic skills (including an understanding of our core values; ready, respectful, resilient and safe) to be successful in their next academic education and in life.

Quality first teaching is at the heart of our strategy, where everyone is included in the classroom with effective adaptations and scaffolding for everyone to achieve independent learning.

As a school community, we aim to enhance the educational outcomes and life chances of these pupils by providing a high-quality, inclusive curriculum that meets their needs. By closing the achievement gap, we will ensure that every pupil has access to a broad range of opportunities that promote their academic, social, and emotional wellbeing, in line with our school's core values and ethos.

## Challenges

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

Challenge number	Detail of challenge			
1	Attendance of pupil premium children as a group is lower than that of the whole school.			
		<b>PP</b>	<b>Non-PP</b>	
	2022 -2023	93%	96%	
	2023 - 2024	92.2%	94.8%	
2	Attainment at the end of Early Years Foundation Stage shows a gap between disadvantaged and non-disadvantaged pupils			
	<b>EYFS Good Level of Development 2023 - 2024</b>			
	-	<b>ALL PUPILS</b>	<b>PUPIL PREMIUM</b>	<b>NON PUPIL PREMIUM</b>
	<b>% Good level of development</b>	66.6% (18/27)	33.3% (1/3)	75%
3	The % of pupils achieving ARE at the end of KS1 and KS2 is lower for those eligible for PP funding than for those not eligible in reading, writing and maths.			

End of KS1						
-	ALL PUPILS		PUPIL PREMIUM		NOT PUPIL PREMIUM	
SUBJECT	% Ex-pected+	% Higher / Greater Depth	% Ex-pected+	% Higher / Greater Depth	% Ex-pected+	% Higher / Greater Depth
Reading	57% (16)	21 % (6)	50% (5)	10 % (2)	39% (11)	10% (1)
Writing (TA)	46% (13)	7% (2)	40% (4)	0%	50% (9)	11% (2)
Mathematics	50% (14)	28% (8)	50% (5)	20% (2)	50% (9)	33% (6)

  

End of KS2 2023 - 2024						
	ALL PUPILS		PUPIL PREMIUM		NOT PUPIL PREMIUM	
SUBJECT	% Ex-pected+	% Higher / Greater Depth	% Ex-pected+	% Higher / Greater Depth	% Ex-pected+	% Higher / Greater Depth
Reading	83.0%	25.0%	76.9%	7.6%	90.9%	36.4%
Writing (TA)	75.0%	12.5%	69.2%	0.0%	81.8%	27.3%
GPS	66.0%	15.0%	61.5%	7.6%	63.6%	18.2%
Mathematics	65.0%	20.0%	46.2%	15.0%	72.7%	27.3%
RWM	58.3%	8.3%	46.2%	0.0%	72.7%	18.2%

  

4	Disadvantaged children do not access extra-curricular clubs outside of school due to the costs.
5	Some pupils who are eligible for PP funding come from families who are unable to support their learning outside of school due to complex issues, working patterns, limited resources, or poor literacy and numeracy skills.

## 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
Increase the rate of attendance for those eligible for PP funding through attendance planning meetings, involving external agencies as appropriate.	Attendance of pupil premium children to achieve at least 94% attendance for the academic year, with a higher aspiration of 96%+.  Half termly attendance figures evidence a diminished gap between PP and non-PP children.

	Specific and targeted pupil attendance/lateness shows improvement over each half term and tracked weekly by SLT.
Improvement in the quality of teaching so that outcomes for all pupils improve. Quality first teaching ensures strong progress of pupils entitled to pupil premium funding across all core subjects.	<p>Learning walks and observations show that children have daily access to high quality teaching and teaching is 'Good' or better across core subjects.</p> <p>Pupil progress meeting show improvement in pupil progress and attainment between September 24 and June 25.</p> <p>Lesson observations and subject leader monitoring shows teachers have strong subject knowledge and are facilitating engaging and effective lessons, and that planning is adapted to meet the needs of Pupil Premium children.</p>
Assessment is used to identify and target the gaps in learning for those underachieving in maths, reading and writing. Children are supported through high-quality targeted teaching to close the gaps.	<p>Teachers monitor pupils' progress and update assessment recording systems half termly.</p> <p>Pupils not making sufficient progress are identified by teachers and leaders through half-termly pupil progress meetings and analysis of assessment data.</p> <p>Progress is rigorously evaluated by SLT in half-termly pupil progress meetings and targets set as evidenced in pupil progress paperwork.</p> <p>Additional support and intervention is provided for disadvantaged pupils.</p>
PP pupils to have the same access to curricular and extra-curricular opportunities as their peers (day trips, residential trips, after-school clubs).	<p>Attendance figures for curricular and extra-curricular opportunities show that at least 50% of those eligible for PP are accessing opportunities.</p> <p>Feedback from pupils and parents shows increased confidence in their ability access to activities.</p>

## 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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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CPD package available to all staff to support high-quality teaching and learning	According to EEF guidance, early career teachers have access to bespoke mentoring and support.	2, 3
Non-class based teachers to provide additional targeted support and interventions across the school through 1:1 and small group for PP children.	EEF guidance states that 'great teaching is the most important lever schools have to improve outcomes for pupils'.  <a href="#">Teaching Assistant Interventions</a>	2, 3
Teaching Assistants deployed for targeted support for children in class or where additional support is required specifically to aid learning targets and manage behaviour to help develop a positive learning behaviour.	<a href="#">Teaching Assistant Interventions</a>	1, 2, 3, 5
Training of staff to deliver quality first teaching, adaptive strategies and interventions.	<ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit – Individualised Instruction(+4)</li> <li>• EEF Teaching and Learning Toolkit – One to One tuition (+5)</li> <li>• EEF Teaching and Learning Toolkit – Feedback (+6)</li> </ul> <p>EEF Teaching and Learning Toolkit – Behaviour Interventions(+4)</p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3
Purchase of additional maths CPD package resources linked to the teaching scheme for teachers and Tas to improve outcomes in maths.	<p><a href="#">EEF Improving Mathematics in the Early Years and Key Stage 1</a></p> <p><a href="#">EEF Improving Mathematics in Key Stages 2 and 3</a></p>	2, 3, 5
Further developing a high-quality responsive curriculum.  Implementing a curriculum that is not only academically rigorous but also responsive to the	Research indicates that pupils are more likely to attend school when they find the curriculum relevant and engaging.	1, 2, 5

cultural and social needs of pupils can increase engagement and attendance.		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £12,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of the Speech and Language Package – Welcomm to support language development in the Early Years.	Targeted support in EYFS and KS1 which focuses on oral language development from Welcomm and SALT therapists. Oral language approaches have a high impact on pupil outcomes of 6 months' additional progress (EEF). <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions-eef">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
Staff CPD for both teachers and teaching assistant around the school's teaching and learning toolkit improves outcomes for all learners.	High quality teaching can narrow the disadvantage gap (EEF). Children will receive high-quality teaching from both teachers and TA's because the CPD has been relevant and high-quality. <a href="https://educationendowmentfoundation.org.uk/effective-professional-development-eef">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 5
Purchase of the school's systematic phonics programme (ELS), including phonics interventions, personalised phonics groups through ELS	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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2
PiXL Subscription to support the school's approach to assessment, gap analysis and	<a href="#">EEF guidance states that before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.</a>	2, 3

interventions to address these.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training of a Thrive Practitioner to support pupils with identified needs.</p> <p>Designated time with a qualified practitioner to provide sessions with children identified as requiring additional support.</p>	<p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> <li>- Metacognition and Self-regulation (+7)</li> </ul> <p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> <li>- Social and Emotional Learning (+4)</li> </ul> <p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> <li>- Behaviour Interventions (+4)</li> </ul> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 5
<p>Behaviour policy Updated behaviour policy with adaptations for high need pupils, including those with PP requiring additional support.</p> <p>Provide staff with training on evidence-based behavioural management strategies such as Cambridgeshire Therapeutic Thinking.</p>	<p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> <li>- Behaviour Interventions (+4)</li> </ul> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 5
<p>Attendance is tracked and monitored daily. Family Liasion Officer phones families and conducts welfare checks if vulnerable families are not in school and offers support.</p>	<p>EEF guidance states that non-academic interventions, such as improving pupils' attendance, are often vital in boosting attainment</p>	1
<p>Family Liasion Officer appointed to work with</p>	<p>Enhancing communication with parents and carers about their child's education and wellbeing can lead to improved behavioural</p>	1, 4

<p>and support vulnerable families and children.</p> <p>Attendance and Family work support delivered by Family Liaison Officer</p>	<p>and academic outcomes. Empowered parents are more likely to support their child's attendance and engagement with school.</p> <p>EEF guidance states supporting parental engagement can have a positive impact.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Provide school uniform and PE kit to disadvantaged pupils so that PP children are fully integrated into school life.</p>	<p>Wider strategies within the EEF tiered approach and aligned with the whole school's vision and intent</p>	4, 5
<p>Hold parent coffee, share sessions and curriculum information sessions to improve parental engagement with school and provide parents with accessible information regarding school life.</p>	<p>EEF guidance states supporting parental engagement can have a positive impact.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Subsidised Extra-curricular Programmes and clubs. Direct investment into establishing or extending school-based clubs that mirror those typically accessed outside of school</p>		4, 5
<p>Professional Development in enrichment activities linked to the school ethos (active citizens, life skills, meaningful learning, global awareness). Training for teachers to integrate enrichment activities such as music, art, and sports within the curriculum.</p>	<p><a href="#">EEF guidance states that there is positive impact of physical activity on academic attainment</a></p> <p>EEF guidance states that planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.</p>	4, 5

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*