

Pupil premium strategy statement

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	Chew Stoke Church School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	4.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ben Hewett
Pupil premium lead	Ben Hewett
Governor / Trustee lead	Tom Attfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,371
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	£19,371

Part A: Pupil premium strategy plan

Statement of intent – Over 3 years

Confident in Learning, Caring in Life

At Chew Stoke Church School, we aim to secure effective teaching and learning for all and enhance achievement and well-being, irrespective of personal circumstances. We have a clear philosophy that we want to provide children with opportunities that they may not always have access to. Our Pupil Premium funding, therefore, is spent on children in support of this aim. Our school leadership and governance values the quality of teaching and learning as its core purpose. This implies the deployment of time, energy and resources to enhance confidence in the quality of teaching and learning and the focus on achievement. Chew Stoke Church School aims to work effectively with every pupil; we support them where necessary to overcome academic or emotional barriers that could prevent optimum progress. We want to enable all pupils to participate in the full range of activities offered within and beyond school to ensure they have the very best learning experience and make outstanding progress. All members of staff are committed to meeting their pastoral, social and academic needs within the school environment.

Challenges

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

Challenge number	Detail of challenge
1	Internal diagnostic assessment and observations show that a high proportion of disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils..
2	Some of the parents of our disadvantaged pupils face barriers in ensuring good attendance. Internal data indicates that pupils from disadvantaged backgrounds have lower attendance than their peers (96.0% in comparison to 96.5%).
3	Our assessments and observations indicate that the wellbeing and Social, Emotional and Mental Health needs of a number of our disadvantaged children requires therapeutic services or interventions.
4	Through observations and conversations with pupils and their families, we find that a number of our disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

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
Reading, writing and maths attainment of disadvantaged pupils is in line or above their non-disadvantaged peers	<ul style="list-style-type: none"> Disadvantaged pupils achieve outcomes at the end of year that are in line with or exceeds the outcomes of non-disadvantaged pupils in their year group. This will be evidenced in the end of year teacher assessment and/ or standardised scores from NFER results. Quality first teaching is further embedded and developed so that disadvantaged children are challenged to think deeply about difficult concepts, making accelerated progress
Improved attendance, reduced persistent absence	Reduction in persistent absence for PPG group. Attendance data analysis at half termly pastoral meetings shows figures for disadvantaged pupils above 96.5%
Improved early reading attainment among disadvantaged pupils	At least 90% of pupils in Y1 to pass the PSC. Internal data tracking, formative and summative assessments show that disadvantaged pupils are making good progress in reading
To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.	Experiences and visitors planned for all pupils across the year. Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost/free to allow children to participate experiences that are not provided within the home environment

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: £17,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted CPD for all staff. - Narrowing the Gap in Educational Attainment: Effective Classroom Practice - Bridging the Gap:	<ul style="list-style-type: none"> Evidence from Education Endowment Foundation – Remote Professional Development Rapid_Evidence_Assessment_Summary_RPD.pdf (d2tic4wvo1iusb.cloudfront.net) 	1,2,3,4

Improving Pupil outcomes		
Whole-school phonics training including SSP lowest 20% intervention training for teaching support staff	DfE Reading Framework 2021	1,4
Subject Leaders (out of class) to support: <ul style="list-style-type: none"> • Quality of teaching in classrooms across the school • Assessment • Curriculum 	EEF: Closing the Attainment Gap Key Lessons Learned EEF (2020) The EEF guide to supporting school planning: a tiered approach 2020-21	1,4
Small group support for all vulnerable children.	EEF (2020) The EEF guide to supporting school planning: a tiered approach 2020-21	1,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using Pupil premium funding.	Evidence from Education Endowment Foundation – Metacognition and SelfRegulation (+7months) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk	1,2,3,4
Focused maths, reading, SPAG and writing groups led by TAs on pre/post teaching of same learning content to ensure children keep up.	EEF evidence: · Small group tuition +4 months · Teaching assistant interventions +4 months · Meta cognition and self-regulation +7 months Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,4
Focused reading interventions and daily reading practice led by TAs to enable children to practise blending and secure reading comprehension.	EEF evidence: · Small group tuition +4 months · Teaching assistant interventions +4 months · Feedback +6 months · Phonics +5 months	1,4

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

Budgeted cost: £2100

<i>Activity</i>	Evidence that supports this approach	Challenge number(s) addressed
Focus on attendance of families of PP children to challenge and support families to engage with school using services of the EWO.	EEF evidence: · Parental involvement +4 months progress	1,4
Enable children to take part in educational trips and visits which will enhance their experiences of school and ensure equal access.	EEF evidence: · Social and emotional learning +4 months progress	2,3,4
Engage with external agencies to provide opportunities for in school and after school clubs e.g. multi-sports	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium EEF (educationendowmentfoundation.org.uk) 	1,2, 3, 4
Appropriately deploy staff to support Disadvantaged pupil's pastoral needs. – Thrive sessions to be available twice a week and all PP children to participate in Forest School Sessions and have a Thrive dedicated trip.	<ul style="list-style-type: none"> • Evidence from Education Endowment Foundation – Metacognition and SelfRegulation (+7months) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) 	1,2,3,4

Total budgeted cost: £19,371

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 pupils in the 2024 to 2025 academic year.

High-Quality Teaching

In line with the EEF guidance, high-quality teaching remains the core approach in improving outcomes for pupils eligible for Pupil Premium. The majority of these pupils made at least expected progress from their individual starting points, supported by a carefully sequenced and knowledge-rich curriculum. During the 2024/25 academic year, progress for Pupil Premium pupils in Reading, Writing and Mathematics was broadly in line with, and in some areas exceeded, that of their peers across the school.

Teaching across the school is underpinned by ongoing diagnostic assessment and purposeful questioning, enabling staff to identify misconceptions and learning barriers within lessons. This responsive approach allows teachers to adapt instruction and provide immediate support, ensuring that teaching is well matched to pupil need. Consistent with the EEF's *High Quality Teaching* guidance, we recognise that expert teachers have the greatest impact on pupil progress and are best placed to deliver both guided instruction and in-class intervention.

Targeted Academic Support

Targeted academic support is carefully aligned to diagnostic assessment outcomes. Interventions such as post-teaching, pre-teaching and focused gap-filling are implemented swiftly to address identified needs. Our robust curriculum planning ensures that these interventions are precise, time-limited and directly linked to classroom learning.

Rigorous monitoring of intervention groups enables staff to track impact over lessons, days and units of work, ensuring that support remains responsive and effective.

Wider Strategies

Recognising that wider barriers can significantly impact learning, we have continued to invest in a range of EEF-aligned wider strategies to support disadvantaged pupils. Attendance remains a key focus, as persistent absence is known to hinder educational outcomes. Through close partnership working with families, learning mentors and the educational welfare officer, attendance for Pupil Premium pupils remained in line with national averages by the end of Term 6. Our attendance target for the whole school for 2025/26 academic year has been raised to 96.5%.

To further support wellbeing and engagement, targeted pupils were offered access to breakfast and after-school provision, alongside increased support from the learning mentor team. Pastoral support for families remained a priority, with regular check-ins—weekly or daily where required—helping to remove barriers to learning and strengthen home-school relationships. Addi-

tional provision, including Forest School and Thrive, contributed to improved emotional wellbeing, self-regulation and readiness to learn, supporting pupils to engage more successfully with high-quality classroom teaching.

PP=Pupil Premium

	Reading		Writing		Maths	
	PP	All	PP	All	PP	All
Year 1		n/a		n/a		n/a
Year 2	2.00	1.55	2.00	1.66	1.00	1.25
Year 3	2.00	1.14	2.00	1.48	1.00	1.15
Year 4	1.25	1.23	1.50	1.32	1.25	1.05
Year 5	n/a	1.04	n/a	1.04	n/a	1.00
Year 6	1.05	1.08	1.05	1.05	1.09	1.10
Average	1.58	1.21	1.64	1.31	1.09	1.11

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PurpleMash	PurpleMash
TT Rockstars	Maths Circle