



Pupil premium strategy statement – Chisenhale 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	309
Proportion (%) of pupil premium eligible pupils	29.44% - 91 pupils
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)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Gemma Anidi, Headteacher
Pupil premium lead	Gemma Anidi, Headteacher
Governor / Trustee lead	Neil Cunningham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,705
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>	13,195
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£145,535



Part A: Pupil premium strategy plan

Statement of intent

At Chisenhale, we believe that every child has the right to achieve, succeed and thrive. We have high aspirations and ambitions for all our pupils. We are driven by our belief that every child (regardless of socioeconomic backgrounds) should have the opportunity to learn, make progress and fulfil their potential.

At Chisenhale the pupil premium funding enables us to target the children in their education and also in their health & well-being. High quality teaching is the priority across the school. We want the best educational standards for all our children. We are committed to rigorous self-evaluation systems and procedures to ensure the strengths and weaknesses are identified. We will encourage any changes necessary to raise standards and make available resources to deliver the improvements including any IT systems to aid learning and assessment. We will ensure high teacher expectations as well as targeting pupil under achievement and ensure that any TA support is used effectively.

The expectation for children to leave Chisenhale as well-rounded individuals with confidence and drive, this not only considers the children's academic achievement but their health & well being too.

As a school community, we will aim to work collaboratively with families. The school will carefully assess and monitor our disadvantaged pupils to identify accurate attainment levels. Where attainment levels may not be in line with peers, we will work together with the child and their respected families to identify barriers to learning and how we can overcome them.

When developing provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We think carefully about the specific needs of our children and how the Pupil Premium Grant can best be used to have maximum impact for the children and their need at that time.

The implementation of this strategy incorporates all members of our school team, and utilises the committed effort of the whole school in order to realise these objectives for our children. The key principle underpinning this strategy is that all children, regardless of socioeconomic context, should be supported as needed to achieve highly and access a wide range of enriching experiences.



Challenges

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

Challenge number	Detail of challenge
1	Oracy and vocabulary skills of pupils enables them to access the curriculum in an age appropriate lesson
2	Writing fluency and reading comprehension gap is narrowed between non-pupil premium and children eligible for pupil premium Disadvantaged pupils do not achieve as well in reading and writing when compared to their peers. Their language use is less sophisticated and their lack of wider reading can limit their creative inspiration.
3	Achievement of pupil premium pupils in line with non-pupil premium for maths
4	Attendance of pupil premium pupils in line with non-pupil premium. Attendance monitoring has indicated a trend between PP pupils and persistent absence. PP attendance is below national average and below the school average.
5	Health and wellbeing of individuals and families eligible for pupil premium is prioritised through welfare support

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 oracy and vocabulary skills among disadvantaged pupils	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.
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2025/26 show that more than 70% of disadvantaged pupils met the expected standard in writing, and 80% in reading.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard, with 25% achieving greater depth.



<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the rate of persistent absence to decrease. • the rate of PP attendance in line with non PP pupils.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</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: £ 38,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for all staff in THEP phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>DfE Early Reading framework</p> <p>EEF Phonics</p> <p>THEP phonics (DfE validated programme)</p>	<p>1, 2</p>
<p>Training for all staff on effective reading strategies</p>	<p>EEF Literacy in the Early Years</p> <p>EEF Improving Literacy in KS1</p> <p>EEF Improving Literacy in KS2</p>	<p>1, 2</p>



Implementation of Mathletics subscription	<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:</p> <p>Mathematics guidance: key stages 1 and 2</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>EEF Improving maths in EYFS and KS1</p>	3
Additional teacher in Y6 for maths		
Training and leadership support provided by PiXL subscription	<p>EEF Literacy in the Early Years</p> <p>EEF Improving Literacy in KS1</p> <p>EEF Improving Literacy in KS2</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF Improving maths in EYFS and KS1</p>	1, 2, 3, 4, 5
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	2, 3
Training for all staff on attendance using Inclusive Attendance subscription	EEF Attendance	5

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

Budgeted cost: £ 71,355



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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 Teaching and Learning Toolkit EEF</p> <p>And in small groups: Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF</p>	<p>1, 2</p>
<p>Learning mentor and three trained ELSAs to support pupils at access learning.</p>	<p>EEF mentoring EEF Social and Emotional Learning</p>	<p>4, 5</p>
<p>Additional member of support staff in Early Years</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 Teaching and Learning Toolkit EEF</p> <p>And in small groups: Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Bug club subscription</p>	<p>EEF Literacy in the Early Years EEF Improving Literacy in KS1</p>	<p>1, 2</p>



Training via a subscription to the THEP Oracy hub	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 Teaching and Learning Toolkit EEF	1, 2

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

Budgeted cost: £ 36,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4, 5
Enrichment club subsidies for PP children, to include after school clubs and music lessons	EEF Physical Activity EEF Arts participation	4, 5
Residential programmes discount for PP families Fees paid for educational visits	EEF outdoor adventure learning EEF Impact of educational visits on writing EEF Physical Activity EEF Arts participation	2, 4, 5
School counsellor in available to support pupils and parents	EEF Social and Emotional Learning	4, 5
Embedding principles of good practice set	The DfE guidance has been informed by engagement with	4



<p>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 and appointing attendance/support officers to improve attendance.</p>	<p>schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 145,535



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2022-2023), drawing on national assessment data and our own internal summative and formative assessments.

END OF KS1 2022-23

	Pupils eligible for pupil premium	Pupils not eligible for pupil premium	
		School average	National average
% achieving expected standard or above in reading, writing and maths	22%	Non pp: 66% All chn: 56%	56%
% making expected progress in reading	33% (9 pupils)	Non pp: 78% All chn: 69%	68%
% making expected progress in writing	22% (9 pupils)	Non pp: 82% All chn: 69%	60%
% making expected progress in maths	44% (9 pupils)	Non pp: 75% All chn: 71%	70.5%

END OF KS2 2022-23

	Pupils eligible for pupil premium	Pupils not eligible for pupil premium	
		School average	National average
% achieving expected standard or above in reading, writing and maths	40%	Non pp: 67% All chn: 55%	59%
% making expected progress in reading	70%	Non pp: 79% All chn: 76%	73%



% making expected progress in writing	50%	Non pp: 71% All chn: 61%	71%
% making expected progress in maths	80%	Non pp: 83% All chn: 82%	73%

For the school year, 2022-2023 behaviour incidents concerning pp children was 16% - lower than the proportion of pp children in school.

Based on all the information above, the performance of our disadvantaged pupils *met our* expectations in KS2 reading and maths, but not in writing or in any area in KS1.

Our evaluation of the approaches delivered last academic year indicates that our strategies in supporting disadvantaged pupils have been more successful in KS2. Writing continues to be an area for development across the school. We now intend to place more focus on supporting disadvantaged pupils in KS1 and EYFS, for whom the effects of the pandemic may have had a broader effect.

We have written a new strategy plan and made changes to how we intend to use some of our budget this academic year.