



Pupil premium strategy statement – Chisenhale Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	24.7%
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	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Gemma Anidi, Headteacher
Pupil premium lead	Gemma Anidi, Headteacher
Governor / Trustee lead	Ben Woolner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,225
Pupil Premium Plus - Havering Council	£ 900
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>	£114,125



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.



To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: - the rate of persistent absence to decrease. - the rate of PP attendance in line with non PP pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff writing strategies	EEF Literacy in the Early Years EEF Improving Literacy in KS1 EEF Improving Literacy in KS2	1, 2
Mathletics subscription Additional teacher in Y6 for maths	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF Improving maths in EYFS and KS1	3



Purchase of standardised diagnostic assessments.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	2, 3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £58,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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	1, 2
Support staff to deliver structured and targeted interventions in reading, writing and maths	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 And in small groups: Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3, 4, 5
Deliver targeted 1:1 and small group support in UKS2.	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 And in small groups:	1, 2, 3, 4, 5



	Small group tuition Teaching and Learning Toolkit EEF	
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: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 out in the DfE's guidance on working together to improve school attendance .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4



This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	EEF Attendance	
Family engagement officer to offer individualized support to families in need	EEF Attendance EEF Social and Emotional Learning	4, 5
Contingency fund for acute issues.	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.	All

Total budgeted cost: £114,125



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 (2024-2025), drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

END OF KS2 SATS

		Pupils eligible for pupil premium	Pupils not eligible for pupil premium	All pupils	National average
% achieving expected standard or above in reading, writing and maths	2024-25	46%	82%	61%	62%
	2023-24	33%	85%	65%	60%
% at expected or higher standard in reading	2024-25	75%	88%	80%	75%
	2023-24	67%	96%	86%	74%
% at expected or greater depth in writing	2024-25	54%	94%	71%	72%
	2023-24	47%	85%	71%	71.5%
	2024-25	75%	100%	85%	74%



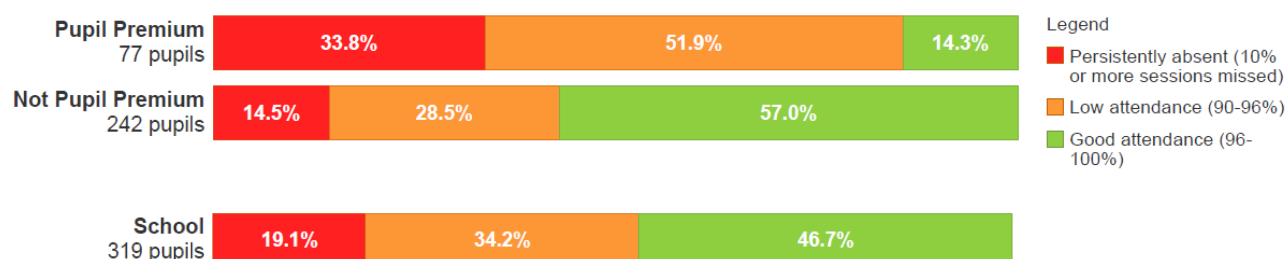
% at expected or higher standard in maths	2023-24	66%	100%	88%	73%
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Summary of 319 Pupils (All (from 2024-2025))

Attendance percentage

Pupil Premium	89.2%
Not Pupil Premium	95.2%
National	94.8%
Local Authority	93.8%

Attendance Ranges



1. Overall Attainment and Progress

Last year, the overall attainment for Key Stage 2 PP pupils showed positive progress with 46% meeting the expected standard across reading, writing, and maths combined (increasing from 33% the previous year). However, the attainment for Pupil Premium (PP) pupils remains lower than their peers, indicating a persistent gap that requires continued focus.

2. Narrowing the Gap in Reading and Maths

Encouragingly, the attainment gap between PP and non-PP pupils is narrowing in reading and maths. This progress reflects effective strategies and targeted support in these areas, and we are committed to building on this momentum.

3. Focus on Writing

Writing remains an area for significant improvement. While 71% of all pupils met the expected standard, only 54% of PP pupils achieved this benchmark. Moving forward, we will prioritise writing across the curriculum, embedding adaptive teaching strategies and tailored interventions to raise attainment for disadvantaged pupils.

4. Attendance Concerns

Attendance is a critical challenge that impacts learning outcomes, particularly for PP pupils. Attendance rates for PP pupils stand at 89.2%, considerably lower than the 95.2% attend-



ance rate of non-PP pupils. This gap highlights the need for focused attendance improvement strategies, including addressing underlying causes and engaging families more effectively to ensure all pupils can access consistent learning.

5. **Wider strategies**

Our evaluation of the approaches delivered last academic year indicates that our wider strategies continue to be effective, such as school counselling service, behaviour training and access to visits and extra-curricular clubs.

This review reflects our commitment to closing the disadvantage gap, particularly through enhanced focus on writing and robust attendance strategies, aligned with our school vision of nurturing confidence, curiosity, and kindness in every pupil.