

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Chesterton Primary School
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-25 to 2025-26
Date this statement was published	1 st September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	R Swindells, CEO
Pupil premium lead	H Swindells, Headteacher
Governor / Trustee lead	R Dutton, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 133,320
Recovery premium funding allocation this academic year	£ 0
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	£133,320

Part A: Pupil premium strategy plan

Statement of intent

We believe passionately about improving the educational outcomes of every child, irrespective of their background. Our pupil premium strategy is designed to support disadvantaged pupil achieve their true potential regardless of their starting points.

We will also consider the challenges faced by our vulnerable students – including those with a social worker, young carers and others and we believe the activity we have outlined here will support their needs as well, regardless of whether they are classed as disadvantaged or not.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas:

- Quality First Teaching
- Academic Support
- Wider Approaches

The Education Endowment Foundation's (EEF) pupil premium guide provides additional information and evidence about effective use of this funding and has been used to inform our pupil premium planning.

High quality first teaching that is based on a well-planned and sequenced curriculum is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in school. Our approach is intended to not only close the attainment gap for disadvantaged pupils but to do this while sustaining and improving the progress for non-disadvantaged pupils.

The strategy is intended to work alongside the wider school plans to improve the quality of education through the school action plan and the carefully targeted use of the budget for school led tutoring which needs to be well planned and targeted on addressing the gaps in children's learning.

Our approach will be carefully targeted to individual needs and common challenges that are faced by our children and will not make stereotypical assumptions about the impact of disadvantage.

In addition to the academic support, we will also ensure that children receive the appropriate wider support so that they have a rich cultural capital with experiences that brings their learning to life.

It is the school's intention to ensure that additional funding is used in order to improve the attainment and life chances of our disadvantaged pupils and to help to mitigate the additional negative impact of COVID-19 on these pupils. The ultimate aim is, of course to ensure that there is no discernible gap between the performance of these and other pupils. These plans are designed to work towards this aim by narrowing the gap. To ensure they are effective we will:

- Ensure that disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure that as a school our system closely monitor and track the progress made by individual disadvantaged pupils
- Ensure all disadvantaged pupils have access to enriching cultural activities

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations, and discussions show that early language skills are very low on entry for our disadvantaged pupils. This is evident both for reception and nursery entries and is particularly acute for our disadvantaged children. Lack of parental skills to aid early development is a key factor that affects them.
2	Assessment, observations, and discussions show that early development and social skills are very low on entry for our disadvantaged pupils. This is evident both for reception and nursery entries and seems to be an effect of limited social interactions at home, the effect seems more noticeable for our disadvantaged children.
3	Assessments observations and discussions show that the disadvantaged children do not get as much opportunity to read at home, and are not developing reading fluency as quickly as their peers.
4	Analysis of school progress data shows that progress in reading stalls from Year 3 – this is more acute for our disadvantaged children. Investigation shows that despite good phonics decoding skills our disadvantaged children have a greater challenge in understanding the words they are successfully decoding.
5	Assessment, observations and discussions show that the levels of oracy across the school are lower than average with disadvantaged pupils being particularly affected. Investigation shows that this is a result of a

	lack of depth and modelling in everyday language and a very limited number of experiences which is particularly noticeable in disadvantaged households.
6	Discussions with pupils and parents show that there is a lack of appropriate technological devices in the homes of our disadvantaged children to support learning.
7	Observations and discussions show that our disadvantaged children lack wider experiences, and this impacts their language development and progress in respect to many subjects across the curriculum.
8	Observations and discussions demonstrate that the resilience and self-confidence of our disadvantaged children is low in comparison to the others. This has an impact on their ability to work independently in subjects and is particularly noticeable in their maths and written learning. Disadvantaged children are more likely to give up.
9	Discussions with pupils and parents show that our children and especially our disadvantaged children have a poor cultural capital experience and have very little variety in the places they go, things they see and do outside the home.
10	Discussion with pupils, parents and our own observations show that there is an increased impact on children with regards to poorer economic climate. This is particularly noticeable with the number of hungry children we have in school and declining standards of uniform. This is noticeable across all our children but is most pronounced for our disadvantaged children.
11	Analysis of attendance data and registers show that the majority of our persistent absent pupils and our persistent late pupils are also disadvantaged. Unstructured home life has a huge impact on children's attendance and punctuality.

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
Disadvantaged children in early years make good progress in improving early language skills and that the gap between their language development and that of their peers is narrowed by the end of KS1.	Assessments and observations show that disadvantaged pupils improve their language skills through early years. This improvement is continued in KS1. Evidence for this will be seen in pupil discussions, books and engagement in lessons as well as formal assessments showing the gap to be narrowing.

<p>Disadvantaged children in early years develop their social skills and increase their social interactions so that their development is closer to their peers by the end of KS1</p>	<p>Assessment and observations show that disadvantaged pupils recover the deficit in their social skills throughout the early years. This is built on and further developed in Key Stage 1. Evidence for this will be seen in observations of children's behaviour and pupil discussions both in structured and non-structured environments. The aim is for there to be a negligible difference between disadvantaged children and their peers.</p>
<p>Improved reading fluency and attainment among disadvantaged children.</p>	<p>Reading records, progress through book bands, observations and formal assessments show that disadvantaged children rapidly acquire the reading skills they need.</p>
<p>Disadvantaged pupils reading progress remains strong throughout Key Stage 2</p>	<p>Assessment data and classroom observations show that disadvantaged children can demonstrate understanding in their reading and the gap between their performance in reading assessments narrow. The spoken language that children experience and use is richer and more varied and classroom observations and pupil discussions show that the gap between the language understanding and use between disadvantaged pupils and their peers is narrow.</p>
<p>Children in years 3, 4, 5 & 6 have access to a school iPad to support their learning.</p>	<p>Children, particularly the disadvantaged in years 3, 4, 5 & 6, make good use of the school iPads to support their learning and there is no difference in technology access between pupils.</p>
<p>All disadvantaged children participate in wider aspects of the curriculum and school life.</p>	<p>All disadvantaged children have access to multiple clubs, trips and in school experiences to develop a wider cultural experience. At the end of each year all disadvantaged children will have attended at least one enrichment activity.</p>
<p>To achieve and sustain improved wellbeing, with particular emphasis on resilience and self-esteem, for all children in our school, particularly our disadvantaged children</p>	<p>Observations and discussion with pupils and parents show improved well-being and pupils acquiring greater resilience and tenacity. This will be evident in children's general levels of confidence and engagement across all aspects of school life.</p> <p>There will be no visible difference through the standard of uniform between our disadvantaged children and their peers.</p>
<p>Attendance and punctuality levels improve and the gap between the attendance of disadvantaged pupils and others narrows.</p>	<p>Overall attendance levels increase by 1% and the gap between the attendance of disadvantaged pupils and their peers narrows.</p>

	Punctuality figures improve and the gap between disadvantaged pupils and their peers narrows.
No child is hungry in school.	There are multiple opportunities for children to have access to adequate food in school.

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: £33,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development -whole school focus and CPD activities. Integrated approach across the whole year to ensure the impact.	Ofsted research supports the approach that a well-planned and sequenced knowledge-based curriculum is the most effective approach to delivering high quality learning. High quality first teach is by far the most effective means to increase progress of all children including the disadvantaged.	1, 3, 4, 5 and 8
Support staff to develop practice. Particularly: Develop foundation learning SEN provision (including NPQ SEND)	NPQ are a suite of DfE accredited qualifications for school leaders, designed to support professional development – helping school leaders and teachers become more effective. All the qualifications are based on NPQ Frameworks which draw the very latest evidence and research. Foundation subjects will unlock learning and wider experiences for pupils.	1, 2, 3, 4, 5 and 8

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils in years 1- 6 have an iPad to be	EEF toolkit highlights effectiveness of digital technology.	6

used for school learning.	In school evaluation of engagement rates and learning progression reinforce that this is appropriate to our setting.	
<p>Programme of targeted additional support – individuals, small groups.</p> <p>Particularly:</p> <p>ELSA approved interventions</p> <p>Speech and Language</p> <p>Targeted phonics interventions</p> <p>Reading focussed interventions for targeted individuals</p> <p>Targeted maths interventions.</p> <p>Wellbeing interventions.</p>	<p>EEF toolkit evaluates research around additional targeted support.</p> <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>ELSA programme is an evidence-informed nationally recognised approach to supporting children and young people with a range of social and emotional needs.</p> <p>Targeted maths interventions including movement in the style of Maths on the Move – ‘pupils improved their test scores from 11.3 out of 25 to 18 out of 25 and improved their confidence in maths by nearly 80%’ Leeds Beckett University</p> <p>Senior Mental Health Lead uses national qualification, supported by the NHS MHST to support children’s health and wellbeing. Pupil Wellbeing Ambassadors.</p>	1, 2, 3, 4, 5 and 8

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting parents and promoting a sense of belonging to the school via specific projects and uniform subsidy.	Discussions and feedback show that parents speak very positively about the school and are very proud of it. School evidence shows that this has a positive impact upon the behaviour and well-being of pupils. It is important for our disadvantaged children that they feel fully included as part of the school.	10
Swimming support – extra staff are deployed to support disadvantaged children in the pool in order to develop confidence when swimming.	Discussions and observations have shown that additional staff in the water supporting children when they learn to swim increases the self-confidence and resilience of our disadvantaged children and also helps to relieve anxiety and stress of the unfamiliar environment.	7, 8 and 9
Ensuring that children have access to a free breakfast	EEF Magic Breakfast Project provides an evidence base for the benefit of providing breakfast in schools. Evidence shows that it positively affects attainment in Key Stage 1 and behaviour and attendance across the school. School evidence and observations show that children who have eaten are far more focussed and resilient in learning activities.	10
Educational experiences – subsidised for disadvantaged children. School Minibus enables children to be given a wider experience beyond the confines of the school site.	DfE have identified the lack of wider cultural experiences as a particular barrier for disadvantaged children that affects their mental well-being, self-esteem, aspirations and their attainment.	7 and 9
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve Attendance officer and other staff working	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	Impacts on all challenges but specifically 11

closely with VIP Education, our external attendance service; introducing a range of attendance rewards; and exploring support options and programs where appropriate.		
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Total budgeted cost: £ 133,320

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 2023 to 2024 academic year.

Our intended outcomes were:

(copied from earlier in the document)

Disadvantaged children in early years make good progress in improving early language skills and that the gap between their language development and that of their peers is narrowed by the end of KS1.

During the time in Reception class our disadvantaged children have developed greater skills around all aspects of language acquisition. For communication and language 100% of disadvantaged children achieved the expected standard. For reading and writing, 80% of disadvantaged children achieved the expected standard (compared to 71% of non-disadvantaged children). In Year 1, the phonics gap between disadvantaged children and non-disadvantaged children is just 4%. In Year 2, disadvantaged children outperform non-disadvantaged children by 12% in phonics.

Disadvantaged children in early years develop their social skills and increase their social interactions so that their development is closer to their peers by the end of KS1

Teacher observations have recorded good progress for our disadvantaged children in relation to their peers in improving their social development. At the start of the year there were clear differences with the disadvantaged children having very visibly poorer social skills when it came to interacting, play, and other accepted norms. By the end of the year these obvious differences had been reduced considerably and all children without an identified SEND need were able to have good social interactions with their peers and the expected standards to meet GLD.

Improved reading fluency and attainment among disadvantaged children.

Reading has been an area which all children have shown good progress. Overall reading improved at the end of KS2 by 29% (compared to two years prior), with results for disadvantaged children increasing by 55% (from 22% to 82% based on two years prior). Indeed, last year disadvantaged children's performance in reading was better than their non-disadvantaged peers by 32%.

Disadvantaged pupils reading progress remains strong throughout Key Stage 2

Internal data for other years in key stage 2 has shown similar good improvement in reading and the increase being higher for disadvantaged children. At the end of the year disadvantaged children outperformed their non-disadvantaged peers in reading in UKS2: Year 6, Year 5 (11% higher).

Children in years 3, 4, 5 & 6 have access to a school iPad to support their learning.

All children in Key Stage 2 have a school iPad for their use to aid learning. These are provided by the school and has meant that there is an equality across all children with regards to the access to technological devices. This has meant that teaching can make the best use of modern technology and all children can take advantage of this. This has definitely contributed to the improvements noted above.

All disadvantaged children participate in wider aspects of the curriculum and school life.

We have looked at adding to the cultural capital within school by not only supporting children to experience education beyond the classroom but have also brought many experiences into the classroom. Our pupil premium funding has enabled us to ensure that all children have had a wealth of experiences last year. School also support themed days to promote social, moral, spiritual and cultural experiences and understanding including: Remembrance, Staffordshire Day, religious celebrations, Jeans for Genes and Harvest for the Foodbank.

To achieve and sustain improved wellbeing, with particular emphasis on resilience and self-esteem, for all children in our school, particularly our disadvantaged children

This is an area that we have worked hard at with all of our children. The high numbers of disadvantaged children in our school means we take a whole school approach to developing this. We have still a way to go but we have seen improvement. We have measured this through teacher assessments of individual children, school monitoring, book reviews and from the observations from external visitors we have worked with. We have had a counsellor in school for regular sessions alongside weekly visits from an NHS Mental Health Support Worker and a Senior Mental Health Lead. Although these have been allocated on a purely needs driven basis, the majority of the work undertaken has been with disadvantaged children. The Senior Mental Health Lead is driving proactive interventions. Our individual tracking has shown some very pleasing results.

Attendance and punctuality levels improve and the gap between the attendance of disadvantaged pupils and others narrows.

Whereas there is still an attendance gap between disadvantaged children and their non-disadvantage peers it has narrowed and is not as high as national gaps. Attendance across the whole school was only 1.45% lower for disadvantaged children. In some years (Years: Reception, 1, 2, 3 and 6) disadvantaged children had a higher attendance rate than their non-disadvantaged peers.

No child is hungry in school

This is an essential basic for us. We do have children arriving hungry but there is always provision in school to ensure they have access to food. We have worked hard with our

disadvantaged families to continue our support in this area and to help sign-post them to external areas of practical support.

Further information