

Pupil premium strategy statement- Chantry Community Primary.

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	462
Proportion (%) of pupil premium eligible pupils. 198 pupils.	49%
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	K Duncan
Pupil premium lead	S Shikanga-Tindi
Governor / Trustee lead	J Brooks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£299,213
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£299,213
<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>	

Part A: Pupil premium strategy plan

Statement of intent

At Chantry Community Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We understand that some children have more challenging circumstances and firmly believe that all children should be able to reach their full potential, overcoming any barriers to learning. Our approach is to ensure that through our pupil premium spending, we prioritise strategies that impact on all of our children; however, we specifically consider those pupils who are deemed to be at a disadvantage for whatever reason.

High quality teaching for all is at the core of our approach. This is proven to have the greatest impact on the attainment gap for disadvantaged pupils and at the same time this will benefit the non-disadvantaged pupils at Chantry. As a Beyond school, teachers are committed to developing their best teaching practice through the use of educational research such as Rosenshine's 'Principal of instructions', Tom Sherrington and Oliver Caviglioli 'Walk Thrus' and the Sutton Trusts What makes good teaching publication. Using this research we use the trusts six strands to ensure that our teaching promotes strong learning so that students are successful. We have a common language and pedagogical practice which drive improvements in teaching and a clear way of linking practice with professional development to ensure high quality and needs specific CPD.

Through the use of robust formative and summative assessments, class teachers and subject leaders can identify patterns and trends so that action can be taken swiftly to address concerns so that children can achieve.

We will consider and are responsive to the range of challenges faced by our pupils, including those who have a social worker or those who are young carers. The activities outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are

	evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external assessments indicate that there are some gaps between PP and non PP pupils across the school and against national data for reading, writing, phonics and maths.
3	Social, emotional and behavioural and mental health of disadvantaged pupils. Our assessments, surveys, observations and discussions with pupils have identified social and emotional issues for many pupils such as anxiety, low self esteem and behavioural difficulties. These challenges particularly affect disadvantaged pupils, including their progress, attainment, engagement and attendance.
4	Attendance of PP pupils. Our attendance data indicates that attendance amongst disadvantaged pupils is lower than for non-disadvantaged pupils
5	Pupils are not ready to start school. Pupils arrive with difficulties with communication and interaction and self care 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
More pupils will be able to use their phonic knowledge at the earliest possible stage because of more effective teaching and targeted interventions.	The percentage of pupils passing the Phonics Screening Test, is consistently in line with national average and there is early interventions across year groups for all pupils who have fallen behind.
Improved attendance of disadvantaged pupils in all year groups.	The attendance rate of disadvantaged improves to national averages and the PA rate for disadvantaged pupils falls significantly across all year groups.
The teaching of maths, reading and writing across the school, is more effective and children reach age related expectations.	The gap between the performance of our disadvantaged pupils and non-disadvantaged pupils will close and will be in-line with national comparators. Effective assessment has ensured that children do not slip through the gap.
To develop the Social emotional mental health of pupils.	Pupil and parent Surveys and Boxall profile data shows that SEMH needs are well supported within the school. There are a reduction on suspensions and red/white cards for disadvantaged pupils.
Early identification and intervention results in more pupils starting year 1 school ready.	Disadvantaged pupils achieve as well as their peers at the end of the EYFS. There will be a reduction in SEN referrals from year 1 due to the early identification of need and effective speech language and communication interventions within EYFS.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 65325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring every teacher is supported in delivering high quality first teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>EEF research shows that this is proven to have the greatest impact on closing the disadvantage attainment gap and also benefits some of our non-disadvantaged pupils.</p> <p>Improving the quality of teaching and ensuring every teacher is confident in the delivery of the curriculum which meets the needs of the pupils, including those that are disadvantaged will impact on the attainment and progress for all pupils.</p> <p>Observations, book looks, and pupil voice will demonstrate consistency, coverage of the curriculum, differentiation, and challenge.</p> <p>The maths, literacy and curriculum lead are released on a termly basis to monitor and develop teaching and learning. Release time will embed curriculum knowledge via book looks, data analysis, team teaching and pupil voice.</p> <p>https://educationendowmentfoundation.org.uk/supportforschools/secondaryimprovement-planning/1-high-qualityteaching</p>	1,2,3,5
<p>All teaching and learning staff continue to be trained in a validated Phonics scheme.</p>	<p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. Interventions linked to the Twinkl scheme.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>All new staff receive training in the delivery of this scheme.</p>	1,5
<p>Ensure highly effective practitioners are used to mentor our early career teachers.</p> <p>Through weekly Mentor sessions with senior leaders.</p>	<p>The EEF Pupil Premium toolkit states that: - A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. - Managing workload and supporting the delivery of effective professional development are key to retaining great teachers.</p>	1,2,3,5
<p>Ongoing CPD from:</p> <p>The Equality Diversity Inclusion Team.</p> <p>PIXL, and National College</p>	<p>Staff receive ongoing high quality CPD. The Equality and Diversity Team support the teachers understanding of the most effective way to support EAL pupils. PIXL training supports our development of providing the right interventions for pupils. The national college has a wide range of training courses to support staff with identified and individual training needs</p>	1,2,3,4,5

£	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
Key stage leads are experience assistant heads who support and coach staff.	Staff feel supported by SLT whilst working in a school of high disadvantage. This helps with recruitment and retention off staff.	1,2,3,5

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

Budgeted cost: £148380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended school time through Easter school, Homework club, Times table Club and Phonics club. Year 6 breakfast club.	We run an Easter school and afterschool clubs to support pupils based upon the following evidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,2,3,4
Small group teaching with targeted pupils –	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,5
Teaching assistant interventions. Our teaching assistants are experienced in delivering high quality interventions and classroom support. We also have additional TA's in the EYFS to ensure early intervention and interventions are in place to get pupils school ready for Year 1	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,5
Purchase of Accelerated Reader,	Pupil voice suggests that pupils enjoy accessing online programs to support their learning.	2,3,4

Timetable rockstarts and Mathletics		
Purchase of PIXL to support with assessment and gap filling	PIXL supports staff with the assessment on pupils and provides GAP filling interventions.	1,2,3,5
Screening of need to ensure early identification and intervention of SEN through the use of GL assessment, Boxall and speech and language Link. Supported by the assistant SENCo	https://www.foundationyears.org.uk/2023/05/supporting-young-children-with-send-the-importance-of-early-intervention-and-partnership-working/	1,5
Outside agency support for pupils including speech and language and occupational therapy.	The occupational therapist and Speech therapist undertake assessments of pupils and write plans for the TA's to follow. Internal review shows that pupils make progress towards that targets by the specialists.	1,3,5

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

Budgeted cost: £92983

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Metacognition and self regulation</i> – Lead by one of our wellbeing leads.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3,4
Behaviour interventions – Lead by one of our wellbeing leads.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3,4
Play therapy.	We hold internal evidence to show the positive impact of supporting vulnerable pupils through high quality play therapy.	3
Focussed attendance support through A Star and our	The attendance support officer works closely with pupils and families to support the recommendations as follows:	4

attendance support officer.	https://www.educationconferencesuk.co.uk/news/2023-8-30/raising-the-attendance-of-disadvantaged-pupils	
Financial support to attend afterschool clubs, breakfast clubs and school trips.	NSPCC neglect Briefing.	3,4
Financial support with school uniform.	NSPCC Neglect briefing.	3,4
Family Liaison officer works to support parental engagement within the school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4,5

Total budgeted cost: 306688

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

High Quality Teaching and Learning – Learning walks and book looks show that teachers show good teaching practice and are embedding the Beyond Strands.

Pastoral- All pupils have been well supported in their wellbeing and all PP pupils who have had support, have shown that the support has been effective through dialogue and analysis of pre and post questionnaires.

Behaviour in and around school very good. There has been reduction in red cards issued through the good to be green system along with a reduction in suspensions.

Suspensions in 23-24 totalled 41.5 days for 11 pupil premium children.

Suspensions in 24-25 totalled 30.5 days for 7 pupil premium pupils.

Families have been supported with school uniform when needed.

Attendance-The attendance gap in 2022-23 between PP 86.7% and all pupils 89.5% was -2.8%. The attendance gap in 2023/24 was PP 89.95% and all pupils 91.66% with a reducing gap of -1.71% The attendance gap in 2024-25 was PP 91.89% and all pupil 92.74% with a reducing gap of -0.8%.

Clubs-PP pupils can and have accessed a range of clubs both academic and non-academic. PP pupils are given priority for academic clubs over the course of the academic year 41% of the pupils who attended afterschool clubs were pupil premium.

School Trips – All pupils who are pupil premium have been supported to attend trips if parents have struggled to fund the trip.

Staff development – Staff have been supported to develop their skills and expertise through NPQ course, high quality weekly staff training, PIXL training and external providers.

Externally provided programmes

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

Programme	Provider

Further information (optional)