

Pupil Premium Strategy Statement Chadlington CE Primary School, 2025

This statement details our school's use of pupil premium to help improve the attainment of our disadvantaged pupils.

Part A outlines our current pupil premium strategy - how we intend to spend the funding in this academic year (2025 - 2026).

Part B evaluates the outcomes for disadvantaged pupils last academic year (2024 - 2025).

School overview

Detail	Data
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	29
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governing Body
Pupil premium lead	Headteacher
Governor lead	Jane Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,420 (28 FSM pupils) £2,630 (1 post-LAC pupil) Total: £45,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£45,050

Part A: Pupil premium strategy plan

Statement of intent

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 so that they are well prepared for the next stage in their education. We aim to develop children's aspirations, imagination, self-belief and resilience so that they flourish both academically and socially and can reach their full potential as active citizens and life-long learners. Our strategy is underpinned by our values: *'Let your light shine: imagine, believe, achieve and thrive'*. Developing readiness to learn and ensuring high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Attendance data shows that the attendance rate for disadvantaged pupils is 88.88%, impacting academic outcomes for disadvantaged pupils
2	Achievement High quality teaching and carefully selected interventions are crucial to narrowing the gaps between pupils in receipt of the Pupil Premium Grant and their peers. Internal and external assessments indicate that basic numeracy and literacy skills among disadvantaged pupils are below those of their peers.
3	Health, wellbeing and resilience Poor health and wellbeing have a negative effect on the resilience and attendance of some disadvantaged pupils, so that good progress made when pupils are in school is frequently interrupted, preventing children from catching up with non-disadvantaged peers. In some cases, unhealthy lifestyles affect pupils' readiness to learn.
4	Speech and Language Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and significant vocabulary gaps among a group of disadvantaged pupils. These are particularly evident in Reception where pupils perform less well in Communication and Language (particularly speech and language) than their non-disadvantaged peers. This has been an ongoing trend.

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
1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of disadvantaged pupils at 94% + by July 2026 No persistent absentee or severe absentee pupils by July 2026 Disadvantaged pupils are happy and engaged at school.
2. Improved reading, writing, maths and SPAG attainment among disadvantaged pupils (at age related expectations and at greater depth).	KS2 Reading, Writing, Maths and SPAG outcomes and book looks show that all disadvantaged pupils are making good progress from their starting points at the beginning of the school year. Where there are complex needs, effective support is in place, measured by SMART targets.
3. Improved knowledge of phonics among disadvantaged pupils.	The percentages of disadvantaged pupils passing their phonics screening check in Y1 and Y2, 2025, are comparable to their non-disadvantaged peers.
4. Improved language skills and vocabulary.	Disadvantaged pupils contribute freely during group discussions. The curriculum ensures regular, structured provision for the development of Spoken Language. Early speech and language problems are addressed swiftly. Lesson observations and learning walks show disadvantaged pupils apply 3-tier vocabulary learning.

Spending Plan

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential	2, 3 and 4

	<p>to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Studies in England have shown that disadvantaged pupils typically receive similar or slightly greater benefit from phonics approaches.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, with +4 months of progress.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early engagement of families where PP attendance is below 94%. Delivery of the Spade to Spoon programme to develop resilience and enjoyment and enable Quality First Teaching</p>	<p>Good behaviour and attendance are essential to children's educational prospects.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>1</p>

<p>Oral language interventions</p>	<p>Oral language interventions can lead to approximately an additional six months' progress over the course of a year.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
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Total budgeted cost for the 2025 – 2026 academic year: £45,050

Part B: Review of outcome in the previous academic year: 2024-2025

Intended outcome	Success criteria	Actual outcome
<p>1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance of disadvantaged pupils to be at 95% or above by July 2025</p> <p>Disadvantaged pupils who are persistently absent (less than 90% attendance) to be below 5% by July 2024</p>	<p>At 88.3% the attendance of FSM6 pupils was below the national figure of 92.4%.</p>
<p>2. Improved reading, writing, maths and SPAG attainment among disadvantaged pupils (at age related expectations and at greater depth).</p>	<p>KS2 Reading, Writing, Maths and SPAG outcomes show that disadvantaged pupils are making good progress from their starting points at the beginning of the school year. Where there are complex needs, effective support is in place.</p>	<p>End of KS2 Results: The 3-year trend (2023 – 2025) shows that the percentage of disadvantaged pupils attaining the expected standard in Reading, Writing and Mathematics is significantly above the national average (School 77%/National 46%).</p> <p>The 3-year trend of disadvantaged pupils reaching the expected</p>

		<p>standard in EGPS is above the national average (School 77%/National 59%).</p> <p>The latest 3-year average percentage of school disadvantaged pupils reaching the expected standard in reading, writing and maths (77%) was above that of non-disadvantaged pupils nationally (68%).</p>
<p>3. Improved knowledge of phonics among disadvantaged pupils Improved language skills and vocabulary.</p>	<p>The percentages of disadvantaged pupils passing their phonics screening check in Y1 and Y2, 2025, are comparable to their non-disadvantaged peers.</p>	<p>1 of 2 disadvantaged pupils met the standard of the Y1 phonics check. 1 disadvantaged pupil took the Y2 check and met the standard.</p>
<p>4. Improved oral language skills and vocabulary.</p>	<p>Assessments and observations will indicate significantly improved oral language among disadvantaged peers. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>	<p>Assessments and observations indicate an improvement in oral language over time, although the oracy skills of pupils in the 2026 and 2027 cohorts need ongoing support.</p>