

Pupil premium strategy statement – Chelmondiston Church of England Primary School 2024-2027

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 Updated for 25-26	24 - 25	25 - 26
Number of pupils in school	124	116
Proportion (%) of pupil premium eligible pupils	21%	18.9%
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- 2027	
Date this statement was published	Autumn 2024	Autumn 25
Date on which it will be reviewed	Autumn 2025	Autumn 26
Statement authorised by	L. Etchingam (Headteacher)	L. Etchingam (Headteacher)
Pupil premium lead	L.Etchingam	L.Etchingam
Governor / Trustee lead	C. Deacan	N. Whalley

Funding overview

Detail	Amount	
	2024-25	2025 – 26
Pupil premium funding allocation this academic year	£30,690	£41,641.96
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NIL	NIL
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>	£30,690	£41,641.96

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

It is our aim that at Chelmondiston Church of England Primary School children are taught the academic and life skills to be able to achieve their potential in a nurturing Christian environment; with this resilience and courage they will learn to be respectful and caring towards others, advocate that all people should be equal and strive to be custodians of the wider world.

Our intention is that all pupils, irrespective of 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 use the grant to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We work alongside pupils to understand their specific needs as well as using diagnostic assessment, not assumptions, about the impact of disadvantage. As a small school, we are able to get to know our pupils very well and understand the barriers and challenges they face.

At Chelmondiston Church of England Primary School, we use pupil premium funding in a three-tiered approach, following government guidance, to:

- Invest in high-quality teaching
- Provide additional support for some pupils focussed on their specific needs
- To support non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges

Pupil premium funding is not funding attached to specific children. Schools are not required to spend pupil premium so it solely benefits eligible pupils. For example, using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils but by doing so, non-eligible pupils will also benefit.

Our approach is informed by diagnosis of the needs of our socio-economically disadvantaged pupils and the DfE's 'menu of approaches', benefitting from key findings from high quality research and evidence-informed resources.

Links have been made to our School Development Plan and school priorities. PPG funding is not spent on one particular item, but is used as part of our budget and used to support a

number of areas in school. This list is not exhaustive but gives an outline of the main areas in which monies will be spent.

Our key principles are:

- All members of staff and governors accept responsibility for ‘socially disadvantaged’ pupils and are committed to supporting their pastoral, social and academic needs
- That teaching is precise and of a high quality; continuing with our school focus on Reading, Writing and Maths fluency and mastery and plugging identified gaps in learning
- Expectations are consistently high for all pupils, who then are empowered to thrive and engage with their learning
- That we respond rapidly with targeted support for pupils at risk of under achievement
- Our high profile reading culture supports and enhances writing progress as well as ensuring access to learning across the curriculum, which is exciting and ambitious
- In line with our school vision and values, children are taught to be independent and resilient, which supports the development of their self-confidence
- Pupils are supported to develop strategies to deal with their emotional and social needs and enables them to access the curriculum fully. We provide nurture support and **Early Help** to enable pupils to access learning within and beyond the classroom.

Individual needs of our disadvantaged pupils have been identified and the strategy takes into account recommendations from guidance from the EEF, the DFE’s guidance, including the ‘menu of approaches’ and Marc Rowland’s research, “Addressing Educational Advantage – The Essex Way”. At Chelmondiston Church of England School, it is essential that the individual needs of pupils are taken into account as the numbers of children entitled to PPG can vary considerably between different cohorts each year.

Challenges

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

Challenge number	Detail of challenge
1	<p>Social, emotional and mental health</p> <p>A higher proportion of disadvantaged pupils and their families have SEMH needs (and receive extra pastoral support in school) than non-disadvantaged pupils; these challenges impact upon achievement. Many children experience anxiety and other forms of mental health issues. Some children live in unstable or difficult/complex circumstances at home which impacts directly and indirectly on their well-being, mental health and readiness to learn. Some children have experienced trauma and have a number of ACEs which impact directly and indirectly on their well-being, mental health and readiness to learn. Some children find it difficult to self-regulate their behaviour and this directly affects their learning.</p>

	In some cases, learning skills need to be developed through support, e.g. organisation, self-esteem, self-regulation, full engagement in learning and developing resourcefulness.
2	Gaps in learning, specifically; Phonics, Reading, Writing and Maths Some children have conceptual gaps or misconceptions in their learning. They are not on track for 'expected standard' or are not making the progress that they could/should. This disparity is shown in termly standardised assessments.
3	Exposure to rich language and opportunities to develop linguistic confidence Discussion with pupils, observations and assessments show that some disadvantaged pupils do not achieve as well as non-disadvantaged pupils in speaking and listening; limited speech and language skills impact upon learning. This can also be affected by a lack of life and cultural experiences and difficulty understanding a rich vocabulary. This impacts on their understanding of the curriculum. The school has achieved success in narrowing the gap between achievement for PPG and non-PPG in core subjects significantly (as evidenced in school internal data), however more needs to be done to support cultural enrichment, aspiration and linguistic confidence.
4	Parental Engagement A lack of parental engagement and/or complicated home situations can be a barrier for some pupils, which includes a lack of regular routines e.g. support with home reading, homework and learning spellings and times tables and ensuring regular sleep routines.

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
To have achieved and sustained improved wellbeing for all pupils, particularly disadvantaged pupils, so that they are able to thrive and engage successfully in learning	<ul style="list-style-type: none"> • Identified children will have received targeted pastoral support within their classroom environment (eg. Through individual or class Thrive screening and intervention). External support is obtained as/when necessary. Identified staff (eg our PSL) support pupils confidently. This is measured by pastoral support monitoring and pupil perception questionnaires. • We are a 'trauma informed school' and staff are knowledgeable about best practice for this. • Parents know when and where to seek further help, if needed. Eg. Measured through parent perception questionnaires • Our focus on outdoor learning (e.g. Forest Schools) supports pupil well-being, resilience, being active and self-esteem as evidenced in pupil perception/well being questionnaires
Disadvantaged children demonstrate good progress across the curriculum especially in	<ul style="list-style-type: none"> • Children's gaps in learning will be reduced and attainment will be at least 'At' or 'Above' national averages for Age Related Expectations. Disadvantaged children demonstrate strong progress across the curriculum. In core subjects; phonics, reading, writing

core subjects; phonics, reading, writing and Maths.	<p>and Maths – this is shown by a decrease in the combined score gap, Y1-6, measured at 15% in Autumn 2024.</p> <ul style="list-style-type: none"> • In EYFS pupil need is identified (e.g. through observations and SALT assessment) and monitoring; child-centred focus builds on knowledge and skills. EYFS measures show a high rate of success of pupils at GLD. • The reading engagement of disadvantaged pupils is monitored and targeted as required, as evidenced in reading records, phonics assessments and Accelerated Reader data; reading speed continues to improve. • Pupils enjoy access to a rich curriculum and cultural and sporting opportunities to extend their experiences and aspirations and build self-esteem.
Pupils' basic needs are being met including; attending/arriving on time each day.	<ul style="list-style-type: none"> • Children arrive at school on time and have good attendance, remaining above at least 96%. Children's basic needs are being met. • Early Help is quickly offered when required. Parents are informed about the importance of attendance and punctuality and supported and know how to seek further help. This is monitored by the EWO, governors and parent perception questionnaires.
Improved oral language skills and vocabulary among disadvantaged pupil	<ul style="list-style-type: none"> • Oracy provision is high quality as evidenced in assessment, lesson monitoring, book scrutinies and pupil questionnaires. • Co-operative Learning strategies are used to ensure that oracy is strong in all lessons, ensuring high levels of engagement for all and support pupils to think deeply.
To increase parental engagement levels	<ul style="list-style-type: none"> • Increase in parental support for reading, learning spellings/times tables and completing homework as evidenced in records and Dojo communications. • Positive engagement with parent information sessions/communications; positive feedback is evidenced in surveys and records of attendance.

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: £ 9,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precise and targeted CPD	The EEF Guide to the Pupil Premium	2, 3

<p>to ensure high quality teaching with consistent whole-school approaches</p>	<p>“Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise (plus <i>curriculum and assessment</i>). https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide to the pupil premium - 2024.pdf?v=1727884053 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Sutton Trust found that, ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teaching.’ DfE Disadvantaged Pupils Good Practice Research Report, November 2015 identified the importance of the focus on high- quality teaching.</p>	
<p>To ensure pupils consolidate basic skills and to accelerate progress and attainment in Reading (including rigorous phonics instruction through RWInc and the use of AR and Power or Reading), Writing and Mathematics</p>	<p><i>Diminishing the gap for disadvantaged pupils in Key Stage 2 Reading March 2019 Leeds Trinity University</i> Report on the positive impact of using ‘The Power of Reading’ CPLE The EEF (Education Endowment Foundation) found that disadvantaged pupils can make 5+ months progress using Accelerated Reader. Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read. ‘Good literacy skills underpin academic success in every subject.’ ‘In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.’ Sir Kevan Collins, Chief Executive Education Endowment Foundation. The EEF Guide to ‘approaches and practices for supporting language and communication development in the Early Years’. https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-through-collaborative-talk&utm_source=/early-years/evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>2, 3</p>

<p>We will continue to embed our whole school approach to collaborative learning to develop oral skills and confidence, ensure high levels of learning engagement for all pupils and to extend pupils' vocabulary and support reading comprehension through specific vocabulary instruction.</p>	<p>EEF teaching and learning toolkit: Collaborative learning approaches have a positive impact, on average. Peer tutoring includes a range of approaches ... the common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Dialogue between the teacher and pupils, and between pupils, can provide opportunities to articulate thinking and make explicit a shared understanding. When planned and structured, dialogue may support pupils to integrate new ideas with their current knowledge, identify gaps in their understanding, and reorganise their thoughts to consolidate their learning. <i>Improving Primary Science Guidance Report</i> - https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-science-ks1-ks2/improving-primary-science-guidance-report-ks1-ks2.pdf?v=1735772187</p>	<p>2, 3</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure that assessments are administered and interpreted correctly.</p>	<p>Standardised assessments and diagnostic analysis enable the identification of specific strengths and weaknesses to ensure that gaps in learning are addressed through teacher instruction and interventions.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>A strategy that is not informed by a robust analysis of need is unlikely to be effective.</p> <p><i>Planning to address educational disadvantage – some questions.</i> Marc Rowland, Sept 2020.</p> <p>https://marcrowland.wordpress.com/</p>	<p>1, 2</p>

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

Budgeted cost: £ 9,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions	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	2, 3

<p>targeted at disadvantaged pupils who require further phonics support. Professional support is provided by RWInc. Development Officer.</p>	<p>more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF</p>	
<p>Staff support will be deployed to specific areas of pupil need – supporting high quality provision in the classroom and by using structured, evidence-based interventions. For example: in conjunction with SCC DBV scheme, staff will be trained to deliver Precision Teaching. Before school booster tutoring will also be undertaken.</p>	<p>Targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide-to-the-pupil-premium-evidence-brief.pdf?v=1726046314</p> <p>When deployed effectively, Learning Support Assistants can provide a large positive impact on learner outcomes. “Evidence-based interventions provide a means of aiding consistent and high-quality delivery.” https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1735812816</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Support can be targeted at disadvantaged pupils as required. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>‘Prescriptions’/same day interventions to support ‘keep up’ not ‘catch up’ approach and pre-teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Interventions 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 EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3</p>

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

Budgeted cost: £ 7,250

Activity	Evidence that supports this approach	Challenge Numbers addressed
<p>Supporting pupils' social and emotional and behaviour needs – ensuring our PSL has up to date Thrive training, that wider staff are trained in the Thrive approach. Individuals and classes are screened using the online tool and activities are planned to meet needs. Monitoring and reviewing ensures that support is adapted as required. Support is extended to parents as required. Become a Trauma Informed School. Ensuring that we are able to implement our ambitious Early Help Offer to support families in need.</p>	<p>Social and Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment and improved outcomes in later life. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 'Schools that have adopted the Thrive Approach have reported many benefits. These include fewer disruptions in class, reduced exclusions and improved academic results. The knock-on effect of this can be better parent-school relationships and improved staff morale.' https://www.thriveapproach.com/news/impact-of-thrive-evidenced#:~:text=Schools%20that%20have%20adopted%20the,relationships%20and%20improved%20staff%20morale.</p>	<p>1, 2</p>
<p>Families with children in receipt of PPG, are each allocated £100 to spend as they see fit to enable children to engage fully in school life. This includes our</p>	<p>On average, more than half of our Disadvantaged pupils access our Wrap Around Care weekly. This club offers a wide range of activities that provide a fun, broad, creative and cultural experience for these pupils. Parent feedback for this initiative is positive as parents can choose how to spend the money for the benefit of their child(ren); it also builds trust and strengthens the bond between home and school.</p>	<p>1, 3, 4</p>

Wrap Around Care, uniform, sports clubs and School Residential Trips.		
Pupils access a range of enrichment activities, which includes a strong emphasis on Outdoor Learning.	<p>Report on improving the connection people have with nature to improve mental and physical health: <i>“For children, the effects are more profound, with a wealth of evidence showing those who spend time outside connecting with nature see improvements in school attendance, behaviours, academic achievement, and social skills like teamwork.”</i></p> <p>https://naturalengland.blog.gov.uk/2023/05/16/children-nature-programme-the-importance-of-integrating-time-spent-in-nature-at-school/</p> <p>Research for benefits of outdoor adventurous activity (e.g. residential trips): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Participation in Arts activities can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 2
Support parents to engage with their child(ren)’s learning through workshops, sharing sessions and clear lines of communication, as well as through our Early Help offer as appropriate.	<p>EFF research found that support at home can raise pupil attainment by 4 months, on average, each year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>“Review of best practice in parental engagement: Practitioners summary, 2011: https://assets.publishing.service.gov.uk/media/5a756561ed915d6faf2b2a6f/DFE-RR156_-_Practitioner_Summary.pdf</p>	4, 2
Contingency fund for acute issues.	Based on our experiences, 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: £ 25,850

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 2024-25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

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

The positive impact of the first year of our three-year PPG strategy can be seen by comparing our end of year attainment percentage of pupils securely at Age Related Expectations. The difference between pupils in receipt of PPG and those who are not has reduced in Reading, Writing and Maths across the school. In Reading, the gap has reduced by 9%, in Writing it has reduced by 6% and in Maths it has reduced by 10%.

Statutory Assessment results for PPG:

In EYFS, 18% of pupils were in receipt of the PPG. One pupil in receipt of PPG did not achieve GLD.

In phonics, 14% of our Y1 pupils were in receipt of the PPG. 67% passed the Phonics Screening Check. One Y2 pupil in receipt of PPG retook and passed the Phonics screening check so all PPG pupils in Year 2 have met the expected standard for phonics.

In Y2, 1 out of 3 pupils in receipt of PPG achieved age-related expectations in the combined score for Reading, Writing and Maths.

In Y4, 100% of pupils in receipt of the PPG grant scored 100% in the Multiplication Tables Check.

In Year 6, 16% of pupils were in receipt of PPG. Of these pupils, 100% attained the Expected Standard in Reading, 50% attained the Expected Standard in Writing and 75% achieved this in Maths. The combined score for Reading, Writing and Maths was 50% for our Disadvantaged pupils; this is 5% above the national average percentage for PPG (summer 2024 national data). As a small school, we know our pupils well and our targeted approach to addressing gaps in learning enabled us to prepare these pupils for Y7 effectively.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing - for example: regular pastoral support reviews and pupil wellbeing questionnaires.

Our observations and assessments demonstrate that challenges in relation to wellbeing and mental health remain significantly high for disadvantaged pupils at our school as outlined in the new challenges of the new three-year strategy. This is why pastoral support and Thrive provision remains a priority for the school. Over the last three years, our cohort has changed as our intake has increased in some year groups, therefore we have made adaptations accordingly.