PUPIL PREMIUM STRATEGY STATEMENT

2025-2026

This statement details our school's use of pupil premium (and recovery 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	165
Proportion (%) of pupil premium eligible pupils	14
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027

Statement authorised by	M Harris
Pupil premium lead	M Harris & L Shaw
Governor / Trustee lead	E Cahill

FUNDING OVERVIEW

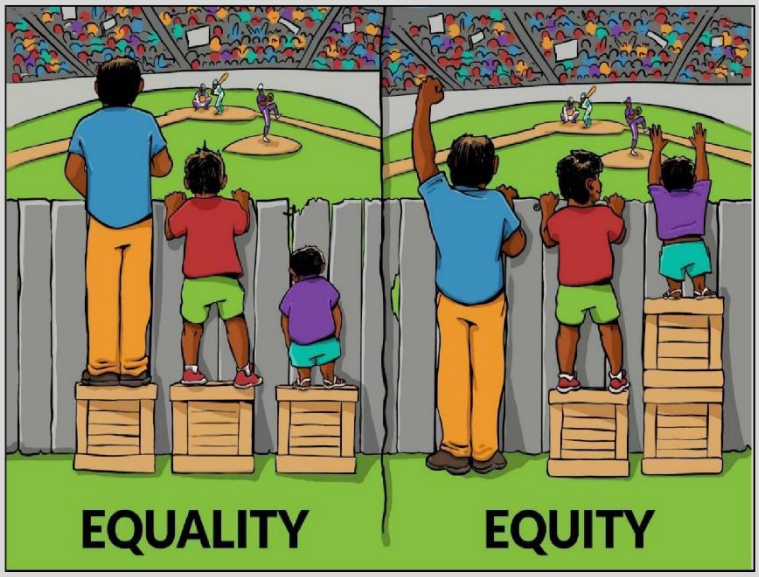
Detail	Amount
Pupil premium funding allocation this academic year	£21,421.49
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£21,421.49

Totals	Amount
Staffing costs	£15,031.10
E19 School Trip Contributions	£1,020.00
E19 Learning resources	£200.59
E27 Bought in professional services curriculum	£2,530.83
E26 Bought in professional services	£2,377.97
E24 Special facilities	£261.00

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

Pupil Premium funding is an equitable approach to supporting children who may be at a disadvantage through their own unique circumstances. This equitable approach is best demonstrated by the cartoon below:



At Chieveley School, we ensure we use this funding in such a way that the support on offer reaches the children who require it. This equity of support means that children have equal opportunities to access our broad curriculum, and succeed at it.

A key line within our SDP is that all children should leave Chieveley believing that they can grow up to be ANYTHING, and this document outlines how the school may use Pupil Premium funding to ensure that all children, including those deemed to be disadvantaged, are supported to meet this objective.

This strategy aims to ensure that all disadvantaged children access support that is relevant to their own specific needs, and gives teachers and leaders examples of support they may reasonably offer a child using their Pupil Premium funding.

The needs this strategy covers include academic needs - using Pupil Premium funding to support 1:1 or small-group tuition to close gaps in learning; whole-school teaching needs such as the improvement of phonics teaching to benefit all pupils (but in particular children who qualify for Pupil Premium); behavioural and social needs such as using the Emotional Health Academy to support children's resilience, emotional wellbeing and giving them the skills to overcome the barriers they face in everyday life; and holistic strategic such as the provision of specific resources (eg laptops) to ensure that all or children are able to access all the opportunities on offer to them.

CHALLENGES

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

Challenge number	Detail of challenge
1	Lack of access to online learning platforms for homework
2	More support needed for phonics
3	Lack of reading for pleasure
4	Academic and emotional readiness for transitions
5	Emotional and academic regulation and resilience (including service children)
6	Access to diverse range of experiences, including school trips
7	'Experience gap' between disadvantaged children and their peers, including a lack of 'worldliness'
8	Access to school due to parental housing/travel issues
9	(Whole School) mental recall of maths facts

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
Improve phonics outcomes for disadvantaged children	Either increase in number of children reaching the expected standard, OR significant progress for those who do not yet meet the required standard.
Comfortable transitions through the school, including to secondary school	Reduction in number of children feeling anxious about change Increase in pro-social behaviours from disadvantaged children
All children to have access to school trips, events and activities as a means to broadening horizons	No children miss out on school-provided experiences as a result of disadvantage Evidence of expenditure to ensure that disadvantaged children are supported, including resources for inschool events such as forest school.

Improve children's strategies for overcoming emotional issues including selfesteem, anxieties	Children who have had ELSA and EMOTIONAL HEALTH ACADEMY input are able to explain and apply their learning to real-life situations.
Ensure ALL children are able to access their homework, both hard-copy and online	Teachers report a higher uptake of homework and that all children are able to log into online work while at home.
Disadvantaged children – including those capable of achieving Greater Depth – read more regularly to improve their outcomes.	Evidence of increased reading by disadvantaged children. Faster progress through, for example, RWI colour band books Improved scaled scores in termly assessments

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.

a. Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach
Provide smaller groups for phonics teaching (requiring additional adult input, training and resources)	https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/small-group-tuition https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/phonic
Weekly reading comprehension sessions (Years 2-6) to instruct children HOW to understand texts and retrieve information	https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/readin comprehensionstrategies

Whole-School metacognitive approach – the 5Rs	https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/metacog and-selfregulation [Very high impact, very low cost, extensive evidence]
Whole-School target – mental recall of maths facts	https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster.pdf?v=1672915202

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths SNAP	https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/small-group-tuition	2, 3, 9
maths tuition for KS2	https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/teaching-assistantinterventions [Moderate impact for moderate cost, based on moderate evidence]	
Targeted reading for disadvantaged children with WBD lead	From EEF Reading Toolkit: "However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts."	3

Budgeted cost: £ *see above*

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £*100+£2010+2050*

Training and Supervision for 1x additional ELSA (Emotional Literacy Support Assistant)	https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/social-and-emotionallearning https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/metacognition-andself-regulation	4, 5
Provision of laptops, tablets etc to support children in accessing homework	https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/homework [High Impact, Low Cost, Limited Evidence so far] (Studies involving digital technology typically have greater impact)	1
Additional, targeted TA support transition to KS2	https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/teaching-assistantinterventions	4, 5
Provision of learning resources for children to use at home	https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/homework "Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits"	1
Equalising opportunity - school support for accessing trips and events and to ensure children	https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/aspirationinterventions https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/outdoor-adventurelearning "Outdoor adventure learning studies report wider benefits in terms of selfconfidence and self-efficacy."	6, 7

have real world contexts to connect with the in-class learning		
Buy-in to Emotional Health Academy Traded Service (LEA)	https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/social-and-emotionallearning https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/metacognition-andself-regulation	3, 4, 5
Buy-in to Educational Psychology Traded Service (LEA) (1/3 of total cost)	https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/social-and-emotionallearning https://educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/metacognition-andself-regulation	3, 4, 5

TOTAL EXPENDITURE: £21,421.49

PART B: REVIEW OF THE PREVIOUS ACADEMIC YEAR

As a school we use several forms of assessment for our children:

- Termly Assessments using the Rising Stars NTS assessments
- Formative assessments such as the Read, Write, Inc reading band assessments
- National Assessments such as the Phonics Check and 'SATs'
- Teacher assessment of writing
- Ongoing teacher assessment and evaluation (including marking of work)

Below is a comparison of how many of our disadvantaged children in Years 1-6 reached the expected level or above in each of the core subjects, and combined. This is compared to our whole-school figure for the same measure.

READING	
Disadvantaged Children reaching at least the Expected Standard	Whole-School attainment: Children reaching at least the Expected Standard
0%	75%

WRITING	
Disadvantaged Children reaching at least the Expected Standard	Whole-School attainment: Children reaching at least the Expected Standard
50%	70%

MATHS	
Disadvantaged Children reaching at least the Expected Standard	Whole-School attainment: Children reaching at least the Expected Standard
0%	66.7%

Alongside this data, we were able to identify the anecdotal progress children made within their learning, as well as the impact of our wider expenditure to close the social and experience gaps held by our disadvantaged children. These are summarised as below:

- All Disadvantaged children were able to take part in a full school experience, to include extracurricular clubs, educational day-visits and the Y6 residential. As a result, these experiences were able to act as a stimulus for children's follow-up learning such as writing.
- All Disadvantaged children were able to access homework. As a result of our investment into resources to support children's homework, all disadvantaged children were able to access homework at the appropriate level.
- All disadvantaged children who needed it were able to access emotional and social support, either through ELSA or through the Emotional Health Academy (traded service).
- All KS2 disadvantaged children who needed it were able to access additional maths and reading support delivered by Teaching Assistants.