



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chawson Community First School
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	89 children 28.6%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nicola Peck, Headteacher
Pupil premium lead	Lindsay Wood, Assistant Headteacher/ Holly Coles SLT
Governor	Dave Peters, lead for pupil outcomes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,835
Recovery premium funding allocation this academic year (2025-2026)	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£134,835

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. 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 will consider the challenges faced by vulnerable pupils, such as those who have or have previously had a social worker. The interventions which we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas where disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Staff CPD ensures that the curriculum is fit for purpose and staff are up to date with the latest research findings which impact upon pupil learning and curriculum delivery.

Our approach will be responsive to common challenges and individual needs identified through robust diagnostic assessment and knowledge of our children and families. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Provide a safe, welcoming and stimulating learning environment.
- Ensure disadvantaged pupils are challenged and supported in the work that they're 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.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gaps between disadvantaged pupils and non-disadvantaged pupils. On entry to Reception class there is an attainment gap between our disadvantaged pupils and non-disadvantaged in all areas of Reading, Writing and Maths. This gap has remained for the majority of children to the end of KS2 who continue to be just below the expected standard.
2	Attainment gaps between disadvantaged pupils and non-disadvantaged pupils. While Pupil Premium children make good progress from their starting points there is an attainment gap between disadvantaged pupils and non-disadvantaged in Reading, Writing and Maths and percentages of children achieving the expected standard is typically lower than the National percentage.
3	Emotional wellbeing of identified disadvantaged pupils. Our assessments, observations and discussions with pupils and families have identified social and emotional issues and a higher number of wellbeing children that have experienced domestic abuse or have had/are receiving social worker support or school Early Help (19%) including mental health (25%). 21% of those that are Pupil Premium are also categorized as wellbeing. The school also has an increased number of children that are in receipt of free school meals (28%) which is higher than the national average (25.7% 2024-25). These challenges particularly affect disadvantaged pupils, including their attainment.
4	Attendance and punctuality of identified disadvantaged pupils. Our attendance data over the last 3 years shows attendance among disadvantaged pupils had improved with Summer 2023 being 91.9% compared to 93.8% for non-disadvantaged pupils. In 2024 there was a slight dip with Pupil Premium being 89.1% and non Pupil Premium being 93.5% Attendance is in line with national figures. In Summer 2024 persistent absence improved to 31.8% for PP and was 20% for all. Our assessments and observations indicate that absenteeism and persistent lateness is negatively impacting the progress of individually disadvantaged pupils. Attendance for the Pupil Premium children at the end of Summer 2025 was 87% with non Pupil Premium being 93% with a gap of 6%. The overall percentages last year were impacted by individual children with SEN needs and joint school/ provision placements. In Worcestershire the overall attendance was 94.8% with 12.5% persistent absence.
5	Attainment of disadvantaged pupils who also have SEN barriers and identified additional needs. Within the context of the school 29% of the disadvantaged children are also identified as having additional SEN needs and 23% of the children have SEN needs and are also identified as wellbeing children. The attainment levels of these children in Reading, Writing and Maths is lower than those children identified as just Pupil Premium.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current three year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attainment of Pupil Premium Reception children and non Pupil Premium to be broadly in line and percentages will be broadly in line with National figures.	EY outcomes in 2026/2027 show that more than 52% of disadvantaged pupils meet the expected standard for GLD.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2026/27 show that more than 68% of disadvantaged pupils met the expected standard. KS2 reading outcomes in 2026/27 show that more than 74% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils.	KS1 writing outcomes in 2026/27 show that more than 60% of disadvantaged pupils met the expected standard. KS2 writing outcomes in 2026/27 show that more than 73% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils.	KS1 maths outcomes in 2026/27 show that more than 70% of disadvantaged pupils met the expected standard. KS2 maths outcomes in 2026/27 show that more than 72% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance in 2026-2027 from 2024/25 demonstrated by: - the overall absence rate for all pupils being no more than 5.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being broadly in line less than 2%. (5.5% nationally in July 2024 for all pupils). - the percentage of all pupils who are persistently absent being below 15.5% and the figure among disadvantaged pupils being in line with their peers less than 2% (15.2% nationally in July 2024 for all). - Improved attendance of disadvantaged pupils is better than the national average of 92.8% July 2024

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, resources) Budgeted cost: £82,249.35

Activity	Evidence that supports this approach	Challenge number
Purchase standardised Rising Stars diagnostic assessments for Reading and Maths. Assessments to be completed termly to quantify progress and identify areas needing further focus and reinforcing.	Standardised tests can provide accurate insights into the specific strengths, weaknesses and gaps in learning of each pupil to help ensure they receive the correct additional support through planned interventions or quality first teaching: Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF EEF guidance pupil-premium states that collecting data about attainment helps school to identify priorities and target additional support.	1, 2, 5
Continue to train teachers and support staff in the Little Wandle phonics programme (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for pupils in Year 3 and 4. Whole school approach and provision will be consistent and embedded. This will include release time for the phonics lead to carry out observations, identify training needs and organise/ deliver training.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. This will support development of fluency and allow children to progress in their reading levels. Phonics Toolkit Strand Education Endowment Foundation EEF	2,5
Sustain use of Little Wandle Spelling in Year 2 and measure impact of provision.	The EEF guidance for improving literacy in KS2 identifies in section 5 the importance of identifying spelling errors and having strategies for improving spelling which gives explicit teaching and allows time to practice. A structured spelling programme will support teachers with this and help children to secure the expected standard. EEF Guidance for improving KS2 Literacy	1,2,3
Embed Little Wandle Rapid Catch up into Key stage 2 to increase the percentage of children who are able to read fluently at an age appropriate level upon leaving school.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. This will support development of fluency and allow children to progress in their reading levels. Phonics Toolkit Strand Education Endowment Foundation EEF	2,5
To purchase and implement a systematic handwriting scheme across the school. Staff training and time to plan. English lead to observe and monitor implementation and review and identify any additional CDP.	Teaching primary school pupils to write and spell quickly as well as accurately is the basis for good writing, EEF speed-and-fluency-as-important-as-accuracy-for-good-writing Supporting children to develop greater fluency will also support with managing cognitive load and allow children to focus on the content of their written outcomes and support overall progress. EEF-develop-your-pupils-fluency-in-writing EEF-guidance-reports/literacy-ks2/ EEF-guidance-reports/literacy-ks-1/ EEF-guidance-reports/literacy-early-years/	1, 2, 5

To investigate and identify areas of need for SEN children across the school and related barriers to learning. Review current practices and approaches to adaptive teaching and TA deployment. To implement further adaptive teaching and TA deployment strategies across all lessons to support children's learning and progress. Establish the views of the PP/SEN children. Actions will include time for SENDCos to meet, support and monitor, deliver staff training and define and plan staff CPD for future.	EEF - guidance-reports-send Pupils with SEND have the greatest need for excellent teaching and provision that supports achievement. The guidance gives recommendations for support and supports schools with review current practice and approach. Teaching for mastery is developing but there is already strong evidence to support teacher led whole class teaching, with common lesson content for all, that is adapted to meet need. This approach removes ceilings for children and allows them to develop a deeper understanding of content and apply their skills across the curriculum. Mastery learning_EEF The Ofsted school handbook states that school will be judged on the curriculum being "planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points." It further states that as a result "Pupils are making progress in that they know more, remember more and are able to do more." School inspection handbook	1,2, 3, 5
Class based TAs in each class offer pre-teach, post teach and small group guided support and individual instruction and editing. Class based TAs to adopt and implement selected adaptive teaching practices within the classroom.	EEF guidance-use of teaching-assistants The EEF identifies effective use of TAs in every-day classrooms and the impact they can have on children's learning.	1,3
Progress of children and impact of provision to be monitored. Judgements to be made based on internal school data, observations, pupil interviews and book scrutiny. Pupil Progress meetings track progress. This will include release time for PP and assessment lead to complete data analysis and identify children for each round of tutoring. PP lead to review actions and create summative reports which identify immediate and future actions.	PP lead needs to be able to make accurate judgements about the impact that activities and levels of tiered support and or interventions are having on the children's attainment. Review will allow for children to be selected and targeted based on individual need and ensure that provision is consistently effective. EEF using-pupil-premium states that collecting data about attainment helps school to identify priorities and target additional support.	1,2,
Identify Pupil Premium children that fall below 96% attendance. Safeguarding lead, attendance lead and staff work together to implement whole school tiered approach and support families. Staff complete EBSA training to support awareness and signs relating to anxiety based school avoidance.	Embedding principles of good practice as set out in the DfE's improving school attendance. The DfE guidance informs schools of the importance of engagement and schools with higher engagement have significantly reduced levels of absence and persistent absence within vulnerable families. DfE school-attendance framework-for-securing-full-attendance-actions-for-schools Working together to improve school attendance	3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £44,495.55

Activity	Evidence that supports this approach	Challenge number
Across the school from YR-4, each Year group have teaching assistants to provide additional targeted small group interventions, to those children identified as being at risk of not making expected progress despite whole class teaching and structured guided work. Interventions will be monitored and CDP provided to staff where necessary throughout the year through PP release time.	When teaching assistants and teachers work in collaboration with a targeted approach of short sessions that build on the work from lessons, it helps to overcome barriers to learning and secure catch up. Teaching Assistant Interventions EEF.html Small group provision allows for greater interaction and additional focused feedback matched to understanding focus target. In small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2,5
2 Additional Year R TAs to deliver additional Little Wandle phonics (keep up/ catch up/ SEN) and targeted small group provision based on identified areas of need impacting progress towards achieving GLD.	Phonics approaches have a strong evidence base indicating a positive impact on children, 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: Phonics Toolkit Strand Education Endowment Foundation EEF And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,5
Additional Y2, Y3 and Y4 Little Wandle rapid catch up phonics sessions targeted at disadvantaged pupils who require further phonics support to maintain progress and keep pace. This will be delivered by an additional trained teaching assistant.	Phonics approaches have a strong evidence base indicating a positive impact on children, 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: Phonics Toolkit Strand Education Endowment Foundation EEF	2,5
Additional reading opportunities for lowest 20% of readers to accelerate reading fluency and attainment. This will be delivered by an additional trained teaching assistant over multiple sessions throughout the week.	Children need regular opportunities to apply their phonics knowledge to decoding and to develop fluency and confidence with reading. EEF Guidance for improving KS2 Literacy Literacy KS1 Guidance Report The reading framework states that children need good word building to become good readers and being able to decode words is essential for equality. Reading framework teaching the foundations of literacy - Sept 22.pdf	2, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £8,090.10

Activity	Evidence that supports this approach	Challenge number
Improve the quality of social and emotional learning. Whole staff training on wellbeing delivered by DSMHL/ Mental health practitioner including identifying signs and symptoms and reporting concerns around mental health. Themed assemblies planned and delivered to support aspects of wellbeing/ relationships and mental health. Embedded monthly drop in sessions to continue for parents to share and discuss worries and concerns about their children and receive advice, signposting and identified actions. Regular time for DSMHL to complete reviews and observations and complete accurate referrals for children identified as needing additional intervention. Time for updating knowledge of DSMHL to strengthen whole staff awareness and CPD. Time for DSMHL to regularly meet with mental health practitioner and review provision.	Research indicates that behaviour interventions support greater engagement in learning and improve attainment. Behaviour interventions EEF (educationendowmentfoundation.org.uk) There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,4,5
Contingency fund for covering the cost of school trips and memorable experiences for disadvantaged and vulnerable children.	Based on our experiences, we have identified a need to allocate a small amount of funding to support covering the costs of school visits and visitors where vulnerable families are unable to make the voluntary contributions. This allows for all activities to be viable and open to all. This includes paying a proportion of the costs for children to attend the Year 4 residential trip.	All
Time for Designated CLA teacher/ Pastoral lead to complete trauma informed sessions with identified children on a weekly basis. Trauma informed practitioners to attend updates and TIASS/ networking meetings. This will support future whole school trauma informed and PACE approach to support children that have aces and trauma. Time for Designated CLA teacher/ Pastoral lead to complete parenting intervention workshop and explore how this can be implemented and offered as part of the whole school provision offer to parents	Research shows that children need to be emotionally secure in order to be in a position to learn. Having higher skilled staff in this area of understanding and knowledge of how to support children will enhance the support children receive.	All

Total budgeted cost: £134,835.00

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 2024 to 2025 academic year.

School data continues to support the increasing positive impact of provision being delivered across the 3 tiers for the children across the school. Outcomes for these vulnerable children have improved with children performing more in line with their peers or in a number of areas better than them as a result of additional support and tutoring. Children's relative starting points reflect that the majority of children are maintaining or accelerating in their rates of progress. Children's relative starting points again reflect that the majority of children are maintaining or accelerating in their rates of progress. Children achieve more over time. Those Pupil Premium children with SEN are making slower progress and have significant barriers which are being supported. Rising Stars assessments are now embedded within school processes and practices and there is a defined cycle for when they will be completed across the school in both Key Stages. They substantiate teacher assessments and pupil attainment and contribute to both formative and summative assessment systems. Use of the assessments will now continue as standard for the school.

End of year data – 2024-2025 – Percentages of children achieving the expected standard at the end of each year group and national percentage outcomes published September 2025.

	Reception			Year 1			Year 2				Year 3			Year 4			
%	PP	PP-SEN	Non PP	PP	PP-SEN	Non PP	PP	PP-SEN	Non PP	National KS1	PP	PP-SEN	Non PP	PP	PP-SEN	Non PP	National KS2
Reading	58%	86%	87%	56%	62%	71%	59%	80%	76%	75%	61%	88%	88%	72%	60%	78%	75%
Writing	50%	71%	66%	44%	33%	69%	55%	80%	65%	72%	39%	63%	68%	50%	80%	70%	72%
Maths	58%	86%	83%	56%	69%	76%	32%	70%	73%	74%	56%	70%	78%	72%	80%	78%	74%

For Reception children the Good Level of Development figures also increased this year compared to last with the end of year outcomes being 61% for all pupils and 43% for Pupil Premium with children making accelerated progress from their lower starting points upon entry to school.

Completed learning walks and pupil interviews completed throughout the year have shown that pupil premium children have been engaging in their lesson activities, feeling confident and having an enjoyment of learning. The children have good social skills and demonstrate respectfulness and understanding of emotions. Additional support focused on reading/phonics and writing across the school. Reading outcomes for children continue to increase in line with phonics progress. This has also been supported by the teaching of whole class guided reading and embedded reading practice and approaches over the previous 2 years. There are now fewer individual children in each class requiring a higher level of support outside of whole class teaching.

The Little Wandle phonics programme is now established and embedded through to the end of Year 2 along-side the spelling programme and is used as intervention in Years 3 and 4. Staff training has been completed for all relevant staff across the school and will move into a cycle of refreshing and informing of changes and further developments as we move through the next coming academic years. Observations completed both internally and with external professionals from County and the English Hub confirm that the scheme is consistently delivered and provision of catch-up groups is good. This is reflected in the percentage of children passing the phonics screening which increased this year to 77% of all children and 72% of Pupil Premium. Last year was 64% of all children and 55% for Pupil Premium children. In Year 2, with those children that did not pass in Year 1 retested, the outcome was 87% for all

children and 77% for Pupil Premium which was again an increase from the previous year's percentages at 81% for all and 61% for Pupil Premium. There will be ongoing support with training and 'expert' TAs created for further rapid impact within catch up in the coming academic year.

Data shows that Pupil Premium writing levels have continued to improve this academic year, with a higher percentage achieving the expected standard than non-Pupil Premium children in years Reception, 2 and 4 and only a small gap in Year 3. Outcomes are the result of the positive impact from planning and lessons ensuring sufficient time for foundational skills to be embedded and practiced for longer before progressing onto the next skill. Lessons take consideration of cognitive load and working memory and time spent on scaffolding to support learning. Greater opportunities for KS2 children to draft, edit and publish final pieces have also been further implemented throughout this year. Focus on writing will continue in next year's strategy plan with a focus on Year 1 writing and application of phonics and greater focus on adaptive teaching to secure greater, consistent progress for those children that are Pupil Premium and also have SEN needs. Accurate transcription will be a key area for focus across the school.

Children's learning of maths continues to be supported by the embedded maths mastery approach. The end of year outcomes for this year achieved the percentages that were set for the school to achieve. The Year 4 multiplication tables check 63% achieved a score of 20 or higher with 23% achieving 25 - the national average for 2024 was 34%. The mean average scores were in line with national at 20.3 for all children and 18.4 for pupil premium children, the figure increasing to 19.9 without those with SEN. The national figures were 20.6 and 18.9

Attendance has been an ongoing focus throughout the years and the attendance coordinator has introduced a graduated/ tiered response across the school to support the reduction of persistent absence and lateness of families. Meetings have supported targeted families by identifying barriers and actions and improvement in lateness has been recorded. Attendance for the Pupil Premium children at the end of Summer 2025 was 87% with non Pupil Premium who had an attendance of 93%. This percentage was lower than last year due to individual cases of children with SEN needs and joint school/ provision placements. In Worcestershire the overall attendance was 94.8% with 12.5% persistent absence. Attendance and punctuality of Pupil Premium children continue to be a focus for ongoing improvement within the three year plan, as we continue to drive to decrease the percentages of overall absence and persistent absence.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- offering a range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. Attendance and take up will be monitored by the Pupil Premium lead.
- promotion and support of school culture and children's well-being through theme weeks; well-being, arts, health and fitness, PHSE lessons and assemblies.
- Access to a school Mental Health Practitioner through the West Team to deliver whole school training, parental workshops, group work and 1:1 interventions.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we reviewed and evaluated the actions which were undertaken in previous years and the degree of the impact on the children's outcomes. We triangulated evidence from multiple sources of data including assessments, planning and book scrutiny, conversations with parents, children and teachers in order to identify the existing and new challenges faced by disadvantaged pupils which impact their achievements and attainment. We also explored a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address the challenges to learning presented by socio-economic disadvantage. We used [EEF Guidance pupil-premium](#) and the [EEF guidance implementation](#) to help us develop our strategy, to support our decision making regarding which activities and approaches will be likely to have the highest positive impact for the children in our school. We will continue to use it through the implementation and review cycle of the activities.

We have put a robust assessment and evaluation cycle in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.