



Pupil Premium Strategy Statement – 2024-2025

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	318
Proportion (%) of pupil premium eligible pupils	89 children 28%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nicola Peck, Headteacher
Pupil premium lead	Lindsay Wood, Assistant Headteacher
Governor	Dave Peters, lead for pupil outcomes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,640
Recovery premium funding allocation this academic year (2023-2024)	£5,621.25
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£143,261.25

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 including mental health (23.5%). 20% 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 (24.6% 2023). 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. Last year 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. Last year there was a difference of 1.9% between attendance of PP and non PP children. There remains a gap of 11.8%.
5	Attainment of disadvantaged pupils who also have SEN barriers and identified additional needs. Within the context of the school 19% of the disadvantaged children are also identified as having additional SEN needs and 16% 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 reading 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 reading 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 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: £87,389.36

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 2, 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
Embed 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
Introduce 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
Ongoing CPD for new members of staff to implement GLOW maths mastery. NPQ maths to be completed by new Maths lead. Enhance the use of key maths vocabulary to deepen children's reasoning responses and use of technical terms. Continue to access training and knowledge updates from GLOW school advisor and to access further Maths Hub resources and CPD.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1, 2,5
To investigate and identify areas of need for SEN children across the school and related barriers to learning. Review current practice and approach to adaptive teaching. Establish the views of the PP/SEN children.	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.	3, 5

Staff to identify CPD needs to plan and adapt lessons to address and meet children's needs and manage complex behaviours. Actions will include time for SENDCo to meet, support and monitor. Define and plan staff CPD for future.	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	
Class based TAs in each class offer pre-teach, post teach and small group guided support and individual instruction and editing.	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 guidance 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	3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £47,276.21

Activity	Evidence that supports this approach	Challenge number
Across the school from Y2-4, each Year group to have tutoring qualified teaching assistants to provide additional targeted small group intervention, to those children identified as being at risk of not making expected progress despite whole class teaching and structured guided work. This will include a proportion of higher ability children and will be delivered over multiple sessions throughout the week until the targets have been assessed as mastered. Interventions will be monitored and CDP provided to staff where necessary throughout the year through PP release time. A significant proportion of the children who receive tutoring will be disadvantaged and those with previously lower attendance.	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 Tuition 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 Small group provision allows for greater interaction and additional focused feedback matched to understanding focus target.	2,
In Year 1 each class to have a TA in the afternoon to deliver additional targeted small group provision based on identified areas of need impacting progress and those at risk of falling behind.	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 And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	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 additional trained teaching assistants.	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 2020 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: £8,595.68

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. Monthly drop in sessions 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
Designated CLA teacher and SLT member to complete trauma informed training through the Virtual school offer. This will support future whole school trauma informed and PACE approach to support children that have aces and trauma. Designated CLA teacher to attend TIASS meetings and training offers throughout the year.	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: £143,261.25

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 2023 to 2024 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.

End of year data – 2023-2024

		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	At +	63%	83%	75%	58%	77%	74%	44%	60%	83%	68%	61%	100%	71%	84%	94%	92%	74%
	Just below				26%	23%	12%	28%	30%	10%		6%	0%	14%	4%	6%	2%	
	Below	38%	17%	25%	16%	0%	14%	28%	10%	7%		33%	0%	14%	12%	0%	6%	
Writing	At +	38%	50%	75%	63%	92%	74%	22%	40%	66%	60%	39%	80%	62%	44%	69%	76%	73%
	Just below				16%	0%	14%	33%	40%	24%		11%	20%	7%	20%	19%	14%	
	Below	63%	50%	25%	21%	8%	12%	44%	20%	10%		29%	10%	31%	36%	13%	10%	
Maths	At +	56%	67%	85%	63%	69%	75%	33%	50%	76%	70%	29%	70%	67%	56%	81%	86%	72%
	Just below				21%	31%	12%	33%	30%	12%		28%	30%	17%	24%	6%	8%	
	Below	44%	33%	15%	16%	0%	12%	33%	20%	12%		22%	0%	17%	20%	13%	6%	

The use of Rising Stars assessments has been embedded this year and has continued to substantiate teacher assessments and pupil attainment. Use of the assessments has now become part of the whole school assessment practice.

Completed learning walks completed throughout the year have shown that pupil premium children have been engaging in their lesson activities and have continued to build upon the success and impact from the whole school focus on oracy, lesson sequencing and small steps learning through reduced cognitive load. The children have now embedded the use of sentence stems to help structure their responses in all learning activities and have also used them automatically during pupil voice discussions. Children's answers to questions reflect a deeper understanding of the learning across the curriculum and improved retention of knowledge from previous learning. Provision observations supported that intervention delivery is good, TAs have good relationships with the children, pitch of activities is matched to the need of the children and TAs are implementing the scaffolding and modelling whole school practices which have been focused on with awareness of cognitive load. All children in pupil voice interviews have been positive about school. Children are able to comment on and state how they are supported in lessons through both adults and use of resources. The children are able to articulate what their next steps in learning are to improve further. It has been noted

that for some children and staff, the 1:1 approach for provision is effective however it can be limiting in terms of the children having others to build ideas from and discuss thoughts and therefore children can be less enthusiastic at for some activities. In light of this and the success of the tutoring model for the 'just below' children, the provision model for the next 3 year plan will move to a tutoring model, which will provide specific targeted teaching and practice of key skills for children within a small group over a set number of weeks. Provision will be delivered by staff who have completed the tutoring training. Children who require 1:1 editing work will receive this through the universal school offer within the teaching day.

The Little Wandle phonics programme is now established in Year R and 1 and is now being used in Year 2 along side the spelling programme. Staff training has been completed for all staff in KS1 and TA staff that will be delivering intervention in Year 3. Observation within Year 1 and Reception show consistent delivery and good provision. There will be ongoing support this through increased knowledge, experience and competency of those delivering whole class, group and catch up intervention. Percentage expected in Year 1 phonics screening was 64% of all children and 55% for Pupil Premium children. This is lower than last year however, there is 28% SEN which is higher than national. In Year 2, with those children that did not pass in Year1 retested the percentage was 81% in line with 89% national.

Children's learning of maths continues to be supported by the Glow maths mastery approach alongside Maths Mastery in KS1 and MOT in KS2 which provide children with short supported time to practice and reinforce number skills not yet established outside of the main daily maths lesson. For the Year 4 multiplication tables check 22% achieved a score of 25 with the national being 29%. Children achieving a score of 20+ was 73%. The mean average scores were in line with national at 20.9 for all children and 18.5 for pupil premium children.

Data shows that Pupil Premium writing levels are more in line with non Pupil Premium and in some year groups they perform achieve higher. Outcomes and pupil voice reflect that whole school work on writing is having a positive impact on attitude to learning and outcomes. Writing planning and lessons will continue to embed a slower approach to introducing new learning/ skills with greater time to practice, reinforce and consolidate. Greater opportunities for KS2 children to draft, edit and publish final pieces will continue to be implemented into planning and lessons throughout the course of the year.

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 2023 was 91.9% and had increased from the previous year. This was in line with non Pupil Premium who had an attendance of 93.8%. This was a maintained gap of 1.9% but an increased higher percentage overall. Persistent absenteeism of Pupil Premium children has further reduced from 40% in 2022 to 33% in 2023 and last year was a further reduction to 31.8% including preschool children. Provisional National data for absence realised for 2023/2024 had increased to from 10.8% for Pupil Premium children to 11.1%. Our figure for the same time period was 10.9% for 2024 which was an increase from 8.1% in Summer 2023. Based on these figures attendance of Pupil Premium children has improved favourably and our school is in line with the National figure. Attendance and punctuality will continue to be a focus for ongoing improvement within the new three year plan, as we continue to drive to increase the percentages of children achieving the national expectation in all core curriculum areas.

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 to 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.