Pupil premium strategy statement – Chestnuts Primary School

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	Data
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	36.4%
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)**	2025 - 2027
Date this statement was published	30.12.2026
Date on which it will be reviewed	30.9.20.26
Statement authorised by	Becky Skillings
Pupil premium lead	Lauren Seagrave
Governor / Trustee lead	Wayne Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£210,185
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£210,185

5Part A: Pupil premium strategy plan

Statement of intent

At Chestnuts, we strive to provide an environment where our children feel emotionally and physically safe and cared for. We aim to support our parents and carers so that they are able to provide the best possible care and support for their children.

We believe in providing the nurture that children need and may not have had experience of before. We believe that all of this provision ensures that the children are as ready for learning as they possibly can be and that, as a result, all children will achieve their full potential both academically and socially within our society.

Chestnuts Primary School approach to Pupil Premium: we operate a three-tier system which has a strong focus on quality first teaching strategies as a basis and then supplements this with targeted support and interventions alongside more individual and specific approaches.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

• ensure disadvantaged pupils are challenged 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	Pupil attendance Our attendance data over this academic year, indicates that attendance among disadvantaged pupils has been 2.9% lower than for non disadvantaged pupils. 39% of disadvantaged pupils have been 'persistently absent' compared to 22% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress
2	Speech and Language Observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. In the Early Years, this can result in children finding expressing themselves and communicating their needs challenging. Consequently, the achievement in the areas of self-regulation and well-being are lower.
3	Emotional Regulation Observations and discussions with pupils and families have identified social and emotional issues for many pupils due to poor emotional literacy and a lack of positive learning behaviours. These challenges particularly affect disadvantaged pupils, including their attainment. Disadvantaged pupils are more likely to have to spend time out of class, missing learning, or being suspended. Children from disadvantaged backgrounds have on average weaker Social Emotional Learning skills at all ages than their more affluent peers. Lower SEL skills are linked with poorer mental health and lower academic attainment.
5	Early reading and early maths Assessments, observations, and discussions with pupils, when they begin school suggest disadvantaged pupils have greater difficulties with maths than their peers. This negatively impacts their development in reasoning and questioning skills. Assessments, observations, and discussions with pupils, when they first begin school suggest disadvantaged pupils have greater difficulties with reading comprehension than their peers. This negatively impacts their development as readers.

6	Pupil Outcomes Disadvantaged pupils nationally achieve less well than their peers, and through assessments and outcomes this trend is found to exist in all year groups in reading writing and maths.

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
No difference in the attendance of PP children and non PP children	Attendance for both PP and non PP is in line with national average
All children have the skills to manage their own emotional regulation leading to a reduction in missed learning opportunities	Children with identified SEMH needs have a personalised toolkit and a reducing number of incidents. Suspensions are reduced and below national average.
Chestnuts Primary meets the needs of all children through high quality speech and language intervention and an environment that supports the children to be independent	Classrooms are speech and language friendly and pupils with identified needs are all accessing the support they need and meeting the milestones set for them.
Reading and maths outcomes are good with no difference between PP and non PP pupils	Outcomes for each show show that PP children are in line with their peers.

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: £ *109666*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group teaching in Key Stage 2	Through small group lessons in core subjects, high quality feedback is always given. The children have the opportunity to engage with each other and the adults around the room and receive more personalised learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 3, 6
Speech and language therapist for staff training and environmental support	Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary develop. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	2, 5
Improvement in teaching of early reading and early maths	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches Maths The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2, 4, 5,

Targeted support for ECT's	Targeted teaching support for ECT's to develop their practice The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	2, 3, 5
Use of step lab and RWI mentoring to support improvement of teachers across the school	Progress Teaching is a teaching improvement platform used in primaries, secondaries and trusts across the country. It gives teachers more opportunities to talk about their development needs and improve their teaching. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Evidence shows that teaching phonics is the best way to teach children to read words, e.g., the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it. https://assets.publishing.service.gov.uk/media/65830c10ed3c34000d3bfcad/The_reading_framework.pdf	1, 2, 3, 5
Training staff in QFT strategies to enhance provision for all pupils including those with SEND in all classes	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	

across school.		

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

Budgeted cost: £52542

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support worker to provide 1:1 and group work sessions	Some disadvantaged pupils demonstrate low engagement with schooling and mentoring interventions which build trusting relationships can provide support and encouragement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,3,4 5
Closing the gap interventions	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. The headline figure of four additional months' progress lies between these figures. 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	1, 2, 3, 4, 5
Booster groups and tutoring to support the closing of gaps	Small group tuition has an average impact of four months' additional progress over the course of a year. 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.	1, 2, 3, 4, 5

	Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	
Speech and language interventions	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 3, 5

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

Budgeted cost: £ *47977*

Activity	Evidence that supports this approach	Challenge number(s)

		addressed
Provision of ipads	The use of technology has been shown to increase engagement in learning opportunities both in and out of school and levelled the playing field for disadvantaged pupils https://files.eric.ed.gov/fulltext/EJ1340508.pdf	2, 3, 4, 5
Implementation of the zones of regulation in school and at home	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): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1, 2, 3, 4

Attendance and family support officer to improve attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	1, 4

Total budgeted cost: £210,185

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- In the Early Years, disadvantaged pupils exceeded the national average for achieving a Good Level of Development (GLD) by 15.4%.
- At Key Stage 2, disadvantaged pupils performed above the national average in both reading and writing, while mathematics remains a key area for improvement.
- Disadvantaged pupils achieved 8% higher than the national average in meeting the expected standard across Reading, Writing, and Mathematics combined.
- In reading at Key Stage 2, the attainment gap between disadvantaged pupils in the school and non-disadvantaged pupils nationally has narrowed significantly, reducing from 19% to 6%.
- In writing at Key Stage 2, disadvantaged pupils outperform non-disadvantaged pupils both within the school and nationally, achieving 2% higher than non-disadvantaged pupils nationally.
- In mathematics at Key Stage 2, disadvantaged pupils performed broadly in line with their peers. The gap between disadvantaged pupils and non-disadvantaged pupils nationally reduced by 13%; however, a 16% gap remains, requiring continued focus and improvement.
- In English Grammar, Punctuation, and Spelling, disadvantaged pupils at Chestnuts achieved 10% above the national average and reduced the gap between disadvantaged and non-disadvantaged pupils nationally by 14%.
- In Year 1, 73% of disadvantaged pupils met the required phonics standard, which is 7% higher than the national average for disadvantaged pupils.
- Attendance for disadvantaged pupils has continued to improve over the past three years. Although it remains below national figures and below that of non-disadvantaged pupils, the gap is narrowing—albeit at a faster rate for non-disadvantaged pupils than for disadvantaged pupils.
- There have been no permanent exclusions at Chestnuts, and the number of suspensions among disadvantaged pupils has continued its three-year downward trend. Additionally, the number of recorded behaviour incidents for disadvantaged pupils without SEND is consistent with that of non-disadvantaged pupils without SEND.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.