# Pupil premium strategy statement –Chandag 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 | 401 |
| Proportion (%) of pupil premium eligible pupils | 8% |
| Academic year/years that our current pupil premium strategy plan covers | 2025/2026 to 2027/2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | June 2026 |
| Statement authorised by | Davina Lucas |
| Pupil premium lead | Kerrie Brazil |
| Governor / Trustee lead | Luke Briscoe |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £48,780 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £48,780 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Chandag Primary School, we are committed to providing a broad and ambitious curriculum enriched with meaningful experiences and opportunities for every child. As an inclusive community, we value belonging and the power of genuine connections. Working in partnership with children, families, our trust, and the wider community, we foster a sense of togetherness that reflects the transformative power of education.

Our mission is to champion every voice, ensuring every child knows their voice matters—both within and beyond the school environment. The purpose of our Pupil Premium Strategy is to promote equity by identifying and removing barriers so that all children can flourish throughout their school journey. These barriers are often complex and varied, so we prioritise strong processes to understand each child and their family deeply. Through this understanding, we share a collective responsibility to meet every child's academic and social-emotional needs.

We act early to identify and support social, emotional, and mental health needs, enabling all children to access our academic offer. Staff work collaboratively with families and external partners to secure the best outcomes for every individual. We recognise that not all pupils receiving free school meals are socially disadvantaged, and not all socially disadvantaged pupils qualify for free school meals. Our intention is that every pupil enjoys their school experience, makes strong progress, and achieves across all subject areas. We also understand that family circumstances can change, and through strong partnerships and diagnostic processes, we respond swiftly and effectively to the complexities that life can bring.

Our strategy focuses on understanding what each child needs to succeed and provides tailored, targeted support. All stakeholders play an active role in driving this strategy forward, embedding shared approaches across every aspect of school life. We continually reflect, refine, and develop our practice to ensure every child experiences success in a range of contexts during their time at Chandag Primary School.

To achieve this, we:

- Address educational disadvantage as part of staff training and frequent professional dialogue.
    - Ensure consistent, high-quality teaching as a core principle, with rigorous tracking and monitoring of pupil progress to identify barriers to learning.
    - Regularly review key factors impacting pupils, including behaviour, engagement, attendance, and social, emotional, and mental health needs.
    - Deliver and evaluate high-quality, focused interventions to accelerate progress and close learning gaps.
    - Employ specialist coaches and mentors to provide bespoke support, tailored to individual objectives.
    - Work in partnership with families, our trust, and external agencies to strengthen support networks.

- Strategically plan and adapt a diverse personal development programme that engages, supports, and celebrates our school and wider community.
- Promote high levels of pupil engagement in leadership opportunities, ensuring representation across our school demographic.
- Implement inclusive strategies within our ordinarily available provision, enabling all children to access learning and wider school experiences.
- Model high expectations for all pupils, fostering ambition and motivation for lifelong learning.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Attainment**<br>We utilise standardised assessment data alongside daily formative assessments to accurately identify pupils who may not be meeting year-group expectations. Historical trends have highlighted a persistent attainment gap between pupils eligible for Pupil Premium (PP) and their non-PP peers, making progress in core curriculum areas a key priority. Teacher assessments from 2024/25 indicate that some pupils are currently working towards the expected standard in Reading, Writing, and Mathematics. Unless there is a clearly identified reason why a pupil will not achieve the expected standard, all pupils will be targeted to reach at least the expected level in these core subjects by the end of the academic year. |
| 2 | **Social, Emotional, and Mental Health (SEMH) and Pastoral Needs**<br>Our pastoral and inclusion teams work collaboratively with families and external agencies to provide tailored support across a wide range of needs. We use Thrive and ELSA profiling to set individual targets for key pupils, ensuring personalised interventions. Behaviour is monitored through observations, behaviour logs, and strong partnerships with parents to promote positive interactions both in and out of the classroom. We recognise that any child may experience circumstances that affect their social and emotional development at any time. As a team, we remain vigilant to these needs for all pupils, with a particular focus on the additional challenges faced by disadvantaged children, which can significantly impact both behaviour and attainment. |
| 3 | **Attendance**<br>Our data shows that for disadvantaged pupils, attendance below 96% is a barrier to learning. Tracking attendance throughout the year has allowed us to provide targeted support to families whose attendance is below 96%. Attendance below this level puts pupils at risk of missing substantial learning opportunities. |
| 4 | **Speech, language, and communication needs:** observations, monitoring and assessment data demonstrate that for some pupils limited vocabulary and gaps in spoken language impact upon their learning. Children's vulnerabilities can also be enhanced through the inability to communicate. Early identification of speech, language and communication support is essential to empower children in their school journey. |

## 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**<br>**For all pupils with particular focus on disadvantaged pupils/families.** | **Success criteria** |
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| All disadvantaged pupils reach the ambitious target set at the beginning of the school year. In nearly all cases this will be reaching the expected standard + in reading, writing and maths. | From the start of this plan, 3 years of assessment data will show a narrowing of the gap between PP and Non- PP pupils achieving the expected standard in core subjects at the end of the year.<br><br>Each child reaches their ambitious target set at the beginning of the school year.<br><br>All disadvantaged pupils will pass the phonics screening check (Y1) or the (Y2) retake.<br><br>Increased % in disadvantaged learners meeting the age-related expectations for Y4 Multiplication Tables |
| Ensure the best possible outcomes for disadvantaged pupils at the end of EYFS | All disadvantaged pupils to reach a good level of development (GLD) by the end of EYFS.<br><br>A detailed handover for all disadvantaged pupils as part of an enhanced transition from Nursery to Reception. |

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| To increase participation in enrichment and engagement of wider school opportunities for parents and pupils. | All disadvantaged pupils to access trips and off-site opportunities with financial or pastoral support as required.<br><br>All children to access one or more extra-curricular club or opportunity within the academic year.<br><br>All disadvantaged pupils to represent the school in a pupil leadership group, tailored to their skills and interests.<br>The number of parents attending engagement and partnership working events in school increases, with all parents engaging throughout the academic year. All parents attend meet the teacher sessions and parents' evenings. |

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| To achieve and sustain improved SEL (social emotional learning) opportunities throughout the school day to impact levels of wellbeing as well as access in class learning. | An on-going audit of pupil needs will outline bespoke support for pupils who require wellbeing/pastoral support.<br><br>Thrive and ELSA profiling will show progress for pupils who are accessing 1:1 or group support.<br><br>All disadvantaged pupils to access coaching and mentoring over the academic year, tailored to their needs both socially, emotionally and academically.<br><br>Qualitative data from pupil conferencing will demonstrate that children feel happy, safe and supported at school.<br><br>Behaviour logs will demonstrate improvement in positive learning and social behaviours with reduced frequency of incidents. |
| To achieve and sustain improved attendance | All disadvantaged pupils will have attendance of at least 96%.<br><br>All parents will engage with the support and strategies devised with the pastoral lead and attendance team. |
| Improved oral language skills and vocabulary. | All children will be able to access the Oracy framework at an age-appropriate level to support their access to all areas of the curriculum. Observations, monitoring and pupil voice will demonstrate strong oracy practice across all year groups.<br><br>Disadvantaged pupils who have identified speech and language needs will be assessed by our speech and language therapist and progress tracked against a bespoke programme of support in 1:1 sessions and mirrored in classroom provision/interventions.<br><br>Outcomes in reading and writing will improve for disadvantaged pupils. An increased number of pupils will reach the expected standard in these areas as part of a whole school approach to Oracy.<br><br>All disadvantaged pupils will have the skills and confidence to actively contribute and share their ideas during lessons in an age-appropriate way. Observations, monitoring and teacher and pupil voice will demonstrate this. |

## 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: £ *2890*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Oracy:**<br>CPD - Embark on the Voice 21 Oracy project and become a Voice 21 school.<br><br>Embed dialogic activities throughout the school curriculum to support pupils in articulating key ideas, consolidating understanding, and extending vocabulary. To achieve this, we will invest in high-quality resources and provide ongoing professional development for teachers, including training and allocated release time.<br><br>Ensure that writing lessons follow a progressive sequence with acquisition of key skills, developing language capabilities through explicit teaching of oracy skills and vocabulary building. | A whole school approach to Oracy can support pupil development across a range of areas both academically and socially. The EEF have researched that up to 6 + months progress can be made through strong oracy practice.<br><br>EEF oracy intervention report<br><br>EEF Improving Literacy in KS2<br>EEF Improving Literacy in KS1 | 1,2,3,4 |

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| **CPD/Teaching and learning:**<br>CPD – On-going development of high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.<br><br>Having a disadvantaged focus during weekly CPD training, we will ensure that the needs of disadvantage learners are at the forefront of teaching and learning strategies used.<br><br>Release for staff to attend training and professional networks to develop their own practice and share good practice from other schools within our setting.<br><br>Regular monitoring and coaching from SLT, Phase leaders and subject leaders. Disadvantaged learners are the focus for learning walks and observations on a weekly basis across subject areas.<br><br>A strong focus remains on high quality teaching and learning through the Principles of Effective Teaching and Engagement Strategies across all classrooms. A range of cognitive and metacognitive strategies are employed by teachers. | Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014).<br>EEF professional development<br><br>Evidence shows that excellent teaching is the most powerful tool schools have to raise pupil attainment. Providing every teacher with the support and resources needed to deliver consistently high-quality instruction is essential for securing the best outcomes for all pupils, particularly those who are most disadvantaged.<br>EEF high quality teaching and learning | 1,4 |

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| **Feedback and assessment:**<br>Continue to evolve our live marking and whole class feedback practices as part of our dynamic marking and feedback policy.<br><br>Staff training time allocated to collaboration and reflection on the marking and feedback policy, including sampling work from disadvantaged pupils across the school.<br><br>Disadvantaged pupils prioritised for verbal feedback and live marking. Spaces at teacher focus table always available to disadvantaged pupils as part of dynamic assessment and flexible grouping within the lesson.<br><br>Purchase of standardised diagnostic assessments.<br><br>Training for staff to ensure assessments are interpreted and administered correctly.<br><br>Use of this diagnostic data to inform teaching and learning with focused support for disadvantaged pupils as part of pupil progress meetings. | Feedback is an essential part of adaptive, high quality teaching and is used in every lesson. EEF Feedback: the engine room of adaptive teaching<br><br>EEF Marking and feedback<br><br>NFER diagnostic assessments<br><br>Diagnostic assessment in the classroom EEF | 1,4 |

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| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br><br>Use assessment to build upon pupils' existing knowledge and understanding. Weekly diagnostic assessments and targeted teaching of arithmetic skills in KS1 and KS2.<br><br>All year groups to use manipulatives and representations. Ensure that all children have access to a range of resources to support their mathematical understanding.<br><br>Every child has access to the deep task in maths each lesson and are explicitly taught the strategies for solving problems. | High quality teaching in Mathematics. This is consistent with Mastery learning which is recognised by the EEF as a cost effective approach that has an average of 5 months progress over the course of a year<br>EEF Mathematics in KS2/3<br>EEF Mastery approach | 1 |

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| **Ordinarily available provision/adaptive teaching**<br><br>Through on-going monitoring, coaching and staff training - Ensuring that there is a high quality of ordinarily available provision using the 5 a day approach. The use of adaptive teaching strategies in every classroom. By 'getting it right for SEN learners, we are getting it right for all learners".<br><br>A shared bank of learning scaffolds is shared amongst staff and is developed over time to support any pupils who require temporary support to achieve the learning objective. These include 'in the moment' strategies and pre-planned scaffolds'.<br><br>Staff training in SEN systems and processes delivered by the inclusion team. Diagnostic form for teachers to raise concerns with SENCO/parents in a responsive way. Toolkits for suggested strategies available to all staff to make adaptations to their practice. | The EEF's research evidence suggests there is a set of five core practices that can support all pupils, especially those experiencing a barrier to learning or disadvantaged groups.<br><br>EEF five a day<br><br>EEF scaffolding guide | 1,2,4 |
| **Phonics/reading**<br>Professional development to support implementation of approaches within - Phonics (RWInc) and whole class reading. Phonics and reading lessons to be taught with complete fidelity to the scheme and taught daily with consistency and | Phonics approaches have an evidence base that a strong impact on the accuracy of word reading, particularly for disadvantaged pupils.<br>+ 5 months progress can be made with implementation of systematic synthetic phonics programme.<br>Phonics EEF<br>Improving literacy KS2 EEF | 1,4 |

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| rigor. Daily coaching provided to all staff and external training opportunities provided. | | |
| **Social/emotional learning**<br>We will embed SEL approaches into everyday teaching and learning practices to ensure they become an integral part of the school culture. This will be supported through targeted professional development and training for staff, enabling consistent and effective implementation across all classrooms.<br><br>Whole class Thrive profiling and weekly whole class Thrive sessions.<br><br>To regularly reflect on timetabling and respond to pupil need. Ensure that transition points in the school day are positive and all children are supported e.g. soft start | There is strong evidence linking the development of social and emotional skills in childhood to improved outcomes both in school and later life, including enhanced academic performance, positive relationships, attitudes and behaviour. The EEF suggest +3 months progress added.<br><br>EEF Social Emotional Learning SEL | 1,2,3 |

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

Budgeted cost: £1,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Daily Small group and 1:1 tuition for phonics catch up using RWI Phonics Scheme and trained staff.<br><br>Daily small group interventions run by class teachers in Maths and Reading based on diagnostic assessments<br><br>HFL reading intervention for KS2 pupils to support reading comprehension skills.<br><br>Early bird Maths (Y6) and Phonics (Y1/2) interventions which extend the school day for some pupils to support progress.<br><br>Bespoke speech and language support from a trained Speech and Language Therapist for identified pupils. | RWI tuition, targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year.<br>EEF guidance – small group tuition<br><br>HFL trial EEF – full report available in 2026. | 1,4,3 |
| Use online quizzing programmes for UPKS2 pupils to support independence and metacognition when practicing previously taught skills. | EEF metacognition<br>Technology can be used to enhance pupil outcomes and can support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.<br>EEF using technology to support learning | 1,2 |

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

**Budgeted cost: £44,490**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Pastoral Lead and inclusion team to work with families and provide specific support and interventions to individuals and groups of children. The focus of this work is to ensure that pupils' basic needs are being met on the hierarchy of needs and they are able to learn.<br><br>The 'Thrive' approach will be shared with all staff and whole class Thrive will be delivered weekly in addition to 1:1 and group sessions. | The average impact of successful SEL interventions is an additional four months progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school<br><br>EEF Social Emotional Learning | 1,2,3,4 |
| Weekly 1:1 and small group switch mentoring and coaching to develop resilience, aspirations and support attendance which will then impact positively on academic success.<br><br>Fortnightly 1:1 or small group coaching and mentoring from members of SLT for pupils who are not receiving Switch mentoring. | Coaching can have an impact of 2+ months on pupil progress. Some studies have shown strong impact for pupils from disadvantaged backgrounds, in non-academic outcomes such as attitudes to school, attendance and behaviour.<br><br>EEF coaching | 1,2,3 |
| Teaching assistants delivering targeted academic and social emotional interventions as part of a carefully planned inclusion | The focus of these groups is to address the SEL aspects of learning. Whilst some activities are completed as a whole class, some are timetabled for individuals. "Social and emotional learning (SEL) interventions seek to improve pupils' | 1,2,3,4 |

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| timetable e.g. social communication groups, forest school and cookery.<br><br>Regular assessment and progress checks against individual pupils objectives within these groups. | decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning" They can also support in reducing persistent absence.<br>EEF Social Emotional Learning<br>EEF attendance projects | |
| Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.<br><br>An established attendance team follow a structured approach to monitor, support and improve attendance daily.<br><br>The headteacher, pastoral lead and inclusion teams work in partnership with families, staff and external agencies to provide bespoke support. | Working together to improve school attendance DFE. | 3 |
| Financial support for all disadvantaged pupils to access a range of school led and external clubs.<br><br>Trips and residential trips and subsidised.<br><br>Personalised communications to families to encourage participation on a termly basis. Clubs and trips monitored termly.<br><br>Pupil premium lead, office team and class teachers actively promote open lines of communication with | Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.<br>EEF Social Emotional Learning<br><br>The evidence is compelling that there are strong associations between non-cognitive factors and positive outcomes for young people. Measurable factors such as self-control and school engagement are correlated with positive outcomes in the future such as academic attainment, improved finances in adulthood, and reduced crime.<br>EEF Essential life skills | 2,3,4 |

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| parents to offer support and promote school opportunities. | | |
| Communicating with and supporting parents through planned parent workshops, cafes and events.<br><br>Personalised invitations and reminders for key parents.<br><br>Responsive topics, discussion points and content in response to parent voice/community need. | +4 months progress can be evidenced through strong partnership working with parents. EEF parent partnerships | 1,2,3,4 |
| Whole staff training on behaviour management and anti-bullying approaches to promote our school ethos and support positive behaviour for all pupils.<br><br>Regular review of behaviour policy and helpful tools/appendix for staff use based on training and external agency support/research<br>A focus on 5 key safe adults for all children to be reinforced and visually represented around the school, as well as the school rules and values.<br>Use of the PACE approach and Trauma informed practice.<br>Behaviour lead facilitates regular opportunities for staff to 'drop in' and problem solve behaviour/create behaviour support plans in a pro-active and responsive manner.<br><br>All staff will use a range of explicit strategies daily | EEF behaviour guidance report<br><br>The EEF state that "Understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff." | 1,2,3 |

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| to engage pupils in positive behaviour. | | |

## Total budgeted cost: £ 48,780

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

**Attendance**

Attendance for PP pupils for 2024-25 was (90.3%) which is below the national average of (92.4%). This can also be compared to 95.7% for non-PP pupils at our school (national 94.8%). Our attendance team and pastoral leads work together to help overcome barriers to attendance and support families which has positively impacted on individual cases. Additional funding and work with external agencies and the Local Authority has also strengthened our approach to attendance. However, supporting all pupils to attend school at 96% or above remains to be a key focus and challenge to address in our strategy for 2025/26.

**Outcomes in Reading, Writing and Maths**

At the end of KS2, 33% of pupils achieved the expected standard in reading, writing and maths combined compared to 68% of non-PP pupils. The difference in outcomes between PP and non-PP is greatest in maths and writing at the end of KS2. There is currently no comparative data for national levels of attainment for PP pupils. Levels of GLD at the end of EYFS are good and this is an area to further sustain and develop with our new cohort of pupils and their emerging needs. End of KS1 data shows a gap between PP and non – PP pupils in passing their phonics screening check. This will be a focus in our next strategy to ensure all pupils pass the check by the end of Y2.

**Social and Emotional Wellbeing**

The school continues to identify and support vulnerable pupils who require social and emotional intervention. Levels of wellbeing are demonstrated by teacher observations, pupil voice and parent voice. There have been good levels of engagement in enrichment activities, particularly among Pupil Premium pupils which is carefully tracked. The school have a dedicated Inclusion Team who support disadvantaged learners with social and emotional wellbeing needs as appropriate to the child. We provide emotional literacy programmes: including Thrive, drawing and talking and have recently invested in training a member of the Inclusion Team as an ELSA practitioner. Our SENCo works as a facilitator within the SLT and Inclusion teams to ensure that disadvantaged pupils, their barriers and provision are discussed regularly as part of strategic decision making and inclusive practice.

**Oral language Skills and Vocabulary**

Assessments and observations indicate significantly improved oral language among Pupil Premium pupils, including subject-specific vocabulary. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment. Specific and personalised literacy interventions have been in place to support learners to improve outcomes in phonics and early reading. The gap has reduced between PP and non-PP pupils in this area but will remain a focus until the gap is removed.

## 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 |
|---|---|
| Sports mentoring | Switch Mentoring |
| Sports mentoring | Headstand PE |
| KS2 online quizzing platform | Learning by questions |