Pupil Premium Strategy Statement: 2026-29

(Figures based on number of pupils in 2025–26 and use of funding that year.)

School overview

This statement details Chestnut Park School's use of pupil premium funding for the 2025 to 2026 academic year and the impact that spending had within the school. It also outlines our pupil premium strategy and intentions for spending the funding in the current academic year (2026–2027).

Detail	Data 2025-26
School name	Chestnut Park Primary School
Number of pupils in school	142 (Rec-Y4)
Proportion (%) of pupils in receipt of funding	9% = 13 children
Academic year/years that our current pupil premium strategy plan covers	2026–2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Emmee Standeven Headteacher
Pupil premium lead	Kirsten Mann
Governor / Trustee lead	Yana YEVSIYEVICH

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20150
Pupil premium plus funding this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

At Chestnut Park, we are committed to ensuring that all pupils, regardless of their background or individual challenges, make strong progress and achieve success both academically and socially. Our Pupil Premium strategy is designed to support children who require additional help to thrive, enabling them to achieve the best possible outcomes and reach their full potential. It reflects our dedication to ensuring that disadvantaged pupils have aspirations, opportunities, and achievements comparable to those of their peers.

Chestnut Park is a safe, inclusive, and nurturing school where every child is valued. We maintain high expectations for all pupils and encourage each individual, whether disadvantaged or not, to strive for excellence in all aspects of school life.

Our Pupil Premium strategy is an integral part of the School Improvement Plan. We recognise that the greatest impact on pupil outcomes comes from Quality First Teaching. By providing consistently high-quality teaching within an inclusive classroom environment, we aim to ensure that every child can succeed. Our priority is to narrow the attainment gap for disadvantaged pupils who are achieving below their peers while also providing challenge and ambition for those who demonstrate higher levels of attainment.

Nationally, there remains a significant attainment gap between disadvantaged pupils and their peers, which can widen over time if not addressed. To help overcome these barriers, we closely monitor the progress of every child, identifying individual needs and providing appropriate support. Our approach is based on careful assessment, targeted intervention, and regular review of pupil progress. Progress is monitored throughout the year, with records maintained by the Pupil Premium Lead to ensure support is effective and responsive.

Our Aims

The strategic use of Pupil Premium funding will help us ensure that every pupil is able to achieve their full potential by:

- Providing the highest quality learning experiences in the classroom.
- Delivering targeted interventions for pupils who have fallen behind or who have specific academic, social, or emotional needs.
- Offering a broad, rich, and varied range of opportunities and experiences for pupils in receipt of Pupil Premium funding.
- Promoting a whole-school approach in which all staff take responsibility for the academic achievement, wellbeing, and personal development of disadvantaged pupils in our care.

The activities outlined in this report are also intended to support our vulnerable children, whether they are disadvantaged or not.

Challenges

Challenge number	Detail of challenge
1	Attendance: Attendance of pupil premium children over the last 3 years broadly follows the whole school trend. There are 6 children in receipt of pupil premium for whom attendance has been consistently low (at or below 90%) during this period, despite frequent contact with the parents of these children.
2	SEMH: Some of our disadvantaged pupils face social, emotional and mental health (SEMH) challenges, including anxiety, low self-esteem, difficulties with emotional regulation, trauma, or challenging home circumstances. These factors can affect attendance, behaviour, relationships and engagement with learning, making it harder for pupils to access the curriculum and achieve their full potential.
3	Enrichment: Our observations and discussions with pupils and families identified that disadvantaged pupils faced a lack of enrichment opportunities.
4	Oral Language skills: Evidence shows that poor vocabulary and early language skills impacts on progress and attainment in phonics, reading and writing across EYFS and KS1.
5	Engagement with parents: There are a small number of parents of pupil premium children that have limited engagement with the school, and with the academic, social and emotional development of their children. However, year on year this figure is decreasing. The Pupil Premium Lead has contacted all parents of pupil premium children, in an effort to re-engage them.

Intended outcomes

Intended outcome	Success criteria
1. Attendance	To continue to improve the attendance of pupil premium children, with a particular focus on the six pupils whose attendance has remained at or below 90%, through targeted, individualised support and strengthened partnership with families. By the end of the academic year, the aim is for the majority of these pupils to achieve attendance above 90%, with all pupil premium pupils making sustained improvements in attendance where this is below expected levels.
2. SEMH	Disadvantaged pupils experiencing SEMH difficulties will receive early, targeted and appropriate support to improve emotional regulation, resilience, self-esteem, relationships and engagement with learning. The school will strengthen its internal capacity through Thrive training for existing staff, ensuring consistent approaches to supporting SEMH needs, alongside timely access to external specialist support and agencies where pupils require additional expertise. This will reduce barriers to learning and enable pupils to feel safe, settled and ready to learn.
3. Enrichment	All pupil premium children taking part in at least one club / extracurricular activity. Continue to offer breakfast/after school clubs to give children the greatest flexibility possible to attend clubs. Some PP children are not taking up the opportunity for extracurricular clubs/music lessons. PP Lead to encourage parents to take up this opportunity.
4. Oral Language skills	Disadvantaged pupils will develop strong oral language, vocabulary, speaking and listening skills from the Early Years onwards, enabling them to communicate confidently and access the curriculum successfully. The school will actively engage families within the local community, with a particular focus on disadvantaged families, to ensure they are aware of and take up the school's

	pre-school provision, supporting children to develop their language, communication and social skills before entering Reception. Through explicit vocabulary teaching, high-quality questioning, purposeful talk and a language-rich curriculum, we aim to reduce language gaps and improve pupils' ability to articulate, understand and respond to increasingly complex ideas. The impact will be reflected in EYFS GLD outcomes for disadvantaged pupils being at or above the national average, with Year 1 phonics outcomes in line with or above the national average and Year 2 outcomes in line with or above the national average, supporting improved reading, writing, comprehension and overall academic attainment.
5. Engagement with parents	Positive and trusting relationships will be established with parents and carers of disadvantaged pupils, ensuring families feel welcomed, valued and supported to engage actively in their child's education. Parents and carers will be encouraged to attend parents' evenings, engage regularly with school communication, read with their children at home and attend targeted support sessions designed to develop their confidence in supporting learning at home. The impact will be increased parental engagement and improved consistency between home and school, with parents better equipped to support their child's reading, learning and wider development, contributing to improved attendance, engagement, progress and attainment for disadvantaged pupils.

Activity in this academic year

The following table details how we intend to spend our pupil premium funding in the 2026–2027 academic year.

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading: Daily reading will be embedded across the curriculum, with whole-class reading centred around novel studies to develop reading stamina, deepen comprehension and promote a love of reading and reading for pleasure.	The EEF identifies reading comprehension strategies as a high-impact, low-cost approach, with an average impact of +7 months' additional progress. Explicit teaching of comprehension strategies, including questioning, predicting, clarifying, summarising and inference, can be delivered through whole-class teaching as well as targeted one-to-one interventions. The EEF also highlights the importance of developing reading fluency, as fluent reading enables pupils to use their cognitive resources for understanding and comprehending increasingly challenging texts. Regular opportunities to read appropriately challenging texts, alongside targeted support for pupils who are struggling, can therefore improve fluency, comprehension and reading attainment.	4
Maths – Deliver daily whole-class Mastering Number sessions across Key Stage 1 to develop secure number sense and fluency, with the school signing up to the Key Stage 2 programme and the Maths Lead supporting consistent implementation. Mastering Number will also be embedded within EYFS, including pre-school, to establish strong foundations in number from an early age. Year 4 pupils will receive targeted support to ensure they are well prepared for the Multiplication Tables Check, with additional provision for pupils who require further support. Ashley Down will be used to develop and embed times table fluency across Key Stage 2. White Rose Maths will be implemented consistently across Years 1–5 to ensure a coherent and progressive approach to mathematics teaching and learning.	The EEF identifies developing pupils' fluency with number facts, including rapid and accurate recall of multiplication and arithmetic facts, as an important foundation for mathematical learning. Its guidance recommends ensuring pupils develop fluent recall of key facts alongside a secure understanding of mathematical concepts and procedures. The EEF also supports mastery approaches, highlighting the importance of ensuring pupils achieve a secure level of understanding before moving on and providing additional support for pupils who need longer to master key concepts. For EYFS and Key Stage 1, the EEF highlights the importance of developing number fluency from an early age through regular opportunities to practise number sequences, connect number names with quantities and develop mathematical language.	

Ensure all pupils have access to high quality teaching. Complement high quality teaching with small group and one to one interventions.	Ensuring teaching staff are trained in order for staff to embed identified interventions for targeted children. Cost – Staff meeting time. See EEF research guidance reports for EY, KS1 and KS2; EEF toolkit; EEF guide to the effective use of Pupil Premium funding.	
Voice 21 is a whole-school approach to developing pupils' speaking, listening and communication skills. It focuses on teaching children how to articulate their ideas clearly, listen actively, engage in discussion, explain their thinking and present confidently to different audiences. Oracy is embedded across the curriculum to improve both communication and academic outcomes. Voice 21 states that pupils learn both *through talk* and *to talk*, helping deepen understanding across all subjects	Research highlighted by Voice 21 shows that oral language interventions can result in an average of six months' additional progress over the course of a year. Evidence also demonstrates that pupils involved in dialogic teaching approaches made two months' additional progress in English and Science and one month's additional progress in Mathematics. Voice 21 further reports positive impacts on pupils' confidence, wellbeing and academic attainment.	4
Other staff training impacting the academic, emotional and social development of pupils,	See staff CDP	

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

Budgeted cost: £17k (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To analyse summative assessment data and identify the children who require more targeted intervention. Closely monitored by AHT/PP Lead. Pupil progress meetings termly. Regular monitoring of targeted interventions.	EEF Toolkit guidance: Teacher Feedback To Improve Pupil Learning. EEF Teacher Feedback to Improve Pupil Learning: meaningful feedback supports pupil progress, builds learning, addresses misunderstandings and helps close the gap between where a pupil is and where the teacher wants them to be. Feedback needs to be used carefully and productively.	2,3,4
TalkBoost/Wellcom TalkBoost: A targeted intervention that develops children's language, vocabulary, listening and conversational skills to improve confidence and communication. WellComm: A screening and intervention tool used to identify speech, language and communication needs and provide targeted activities to develop children's communication skills.	The EEF identifies oral language interventions as a high-impact approach for developing pupils' speaking and listening skills, with an average impact of +6 months' additional progress. Evidence suggests that targeted oral language approaches can improve pupils' communication, vocabulary and listening skills and can also support literacy development. Talk Boost is a structured, targeted language intervention designed to support children with difficulties in talking and understanding language. Research into Talk Boost KS1 has identified improvements in language and communication skills, while research into Talk Boost KS2 found positive improvements in teachers' ratings of pupils' communication needs and learning behaviours, alongside increased staff confidence in supporting pupils with weaker oral language skills. The programme therefore provides a targeted approach for pupils identified as having weaker oral language skills, supporting their ability to communicate effectively and access learning.	2

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

Budgeted cost: £3k (approx)

Activity	Evidence that supports this approach	Challenge number(s) addressed
A record of the costs of annual trips, clubs and events paid from PP funding for each pupil premium child is maintained by the Pupil Premium Lead.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, including improved academic performance, attitudes, physical and mental health, school readiness, employment and income. Evidence highlights self-regulation, self-awareness and	1-5

	social skills as important predictors of later outcomes.	
Breakfast and after-school club provision offering disadvantaged pupils access to up to five one-hour sessions per week. Pupils can choose from a range of after-school provisions, providing opportunities to develop interests, social skills and positive relationships in a safe and supportive environment, while also supporting attendance, wellbeing and families through flexible wraparound care.	EEF evidence indicates that before- and after-school provision can support disadvantaged pupils when additional time is purposeful and activities are matched to pupils' needs. The EEF highlights positive impacts from extending school time, with an average of +3 months' additional progress, and notes that combining academic support with enrichment, physical, cultural and social activities can benefit disadvantaged pupils. Evidence from breakfast club provision has also identified improvements in attendance and behaviour, with positive attainment outcomes found particularly in Key Stage 1.	1, 2, 3, 5
Tailor school communications to encourage positive dialogue about learning. Run Parent Workshops.	EEF – Working with Parents to Support Children's Learning. Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. Parents play a crucial role in supporting their children's learning, and parental engagement is consistently associated with better academic outcomes.	5
Providing children with opportunities to participate in trips, workshops and extra-curricular clubs.	Provision of trips, workshops, music tuition and extracurricular clubs is recorded on each PP pupil's individual profile, and shared termly with class teachers.	3
Provide all disadvantaged pupils with school uniform up to the value of £50, ensuring that financial barriers do not prevent pupils from accessing appropriate school uniform and feeling included and ready to learn.	The EEF identifies that pupils from lower socioeconomic households are less likely to be able to afford school uniform and recommends that schools consider support for families who cannot afford it. While there is insufficient evidence to demonstrate a direct impact of uniform provision on academic attainment, government guidance recognises that the cost of uniform should not prevent pupils from attending school or participating fully in school activities. Providing uniform therefore removes a potential financial barrier to attendance, participation and inclusion for disadvantaged pupils.	1, 2, 5
Continue to embed OPAL across the school to provide inclusive, purposeful and engaging play opportunities through a range of play zones, resources and open-ended activities. This will support disadvantaged pupils' wellbeing, confidence, resilience, independence and social relationships, while developing communication, cooperation, creativity and self-regulation. OPAL aims to ensure all pupils have equitable access to high-quality play and to improve behaviour, engagement and readiness to learn.	Evidence indicates that high-quality play opportunities can support children's social, emotional, physical and cognitive development. The EEF identifies positive links between play, language, early learning and social and emotional development, while research into physical activity highlights wider benefits for health, wellbeing, attendance and social development. The OPAL programme has also been evaluated as supporting more creative, collaborative and resilient play, with particularly positive impacts for inclusion and the quality of children's play experiences. OPAL therefore provides disadvantaged pupils with equitable access to rich, active and purposeful play opportunities, supporting wellbeing, relationships, resilience and engagement in school.	1, 2, 3, 4,
Wellbeing sessions delivered by an external coach once a week. Provision will be reviewed termly to identify pupils' changing needs and ensure that all disadvantaged pupils who require support have access to appropriate wellbeing provision.	The EEF's current Teaching and Learning Toolkit rates Social and Emotional Learning as having a moderate impact, with an average of +3 months' additional academic progress, based on moderate evidence. SEL approaches are associated with improvements in self-management of emotions, social relationships and attitudes to learning, alongside academic outcomes. The EEF specifically identifies that disadvantaged pupils tend to have weaker social and emotional skills and that these skills are linked to mental health and academic attainment. It states that targeted SEL can support disadvantaged pupils with emotional self-regulation and healthy relationships, which may subsequently improve attainment. The EEF also recommends considering targeted support for pupils with additional social or emotional needs, while emphasising that schools should monitor its effectiveness carefully. The EEF's Pupil Premium guidance explicitly identifies social and emotional learning and wider SEMH barriers as appropriate areas for Pupil Premium investment because they can negatively affect academic outcomes.	1, 2

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Thrive-trained support staff delivered targeted interventions to pupils requiring additional social, emotional and mental health support. Through personalised strategies and nurturing approaches, pupils were supported to regulate their emotions, develop positive behaviours and improve their readiness to learn. As a result, pupils were better able to engage with the curriculum and make progress both academically and socially.

Forest School sessions led by a specialist teacher provided disadvantaged pupils with opportunities to develop resilience, confidence, independence and teamwork skills through outdoor learning experiences. These sessions supported pupils' emotional wellbeing, engagement in learning and personal development, enabling them to build positive relationships and self-esteem.

Subscription to online resources and programmes and the purchase of technical equipment to facilitate the use of new and innovative teaching strategies to engage children, such as White Rose Maths and Read Write Inc, raised attainment in reading and Maths.

Access was provided to holiday clubs and enrichment opportunities during school breaks. This supported pupils' wellbeing, social development and physical activity whilst helping families access affordable childcare. Participation in these activities helped pupils maintain positive relationships with school and provided valuable enrichment experiences outside the classroom.

Financial assistance was provided to ensure disadvantaged pupils had access to the correct school uniform. This reduced financial barriers for families, promoted a sense of belonging and inclusion, and ensured pupils were able to attend school confidently and ready to learn.

Access to iPads within school was provided to enable regular use of Doodle Maths. This ensured that all pupils, regardless of access to technology at home, could benefit from personalised maths practice tailored to their individual needs. Regular engagement with the programme supported the development of fluency, confidence and mathematical understanding, helping to address gaps in learning and raise attainment in mathematics.

Teaching Assistant and additional teacher support provided the capacity to deliver targeted interventions consistently across the year. This ensured that disadvantaged pupils received timely support to address identified gaps in learning, contributing to improved attainment, increased confidence and stronger progress across the curriculum.

Funding was used to subsidise educational visits and enrichment opportunities, ensuring that disadvantaged pupils could participate fully alongside their peers regardless of financial circumstances. Access to school trips enabled pupils to experience a wider range of learning opportunities, develop cultural capital and enhance their understanding of the world beyond the classroom.

Children were supported in participating in activities outside of the school day which built their self-esteem and connections in the community, such as Street Dance and Coding club as well as school-based wrap around care.

Externally provided programmes

Programme	Provider
Child Wellbeing coach	Laura Philpott Wellbeing Coach
One Goal – personal development	One Goal
Enrichment clubs	Gisele Morales coding, Street Dance
Doodle Maths	Doodle Maths
Talkboost	
Wellcomm	
Thrive	

Pupil premium strategy – pupil progress 2025–2026

The following information detail the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Published data:

Impact and Outcomes for Disadvantaged Pupils

Year 1 Phonics All disadvantaged pupils in Year 1 achieved the expected standard in the Phonics Screening Check, resulting in a 100% pass rate for eligible pupils. Targeted phonics teaching, early identification of gaps and timely interventions ensured that disadvantaged pupils developed the decoding skills required to become confident and fluent readers.

Year 4 Multiplication Tables Check (MTC) All pupils, including disadvantaged pupils, achieved the required standard in the Multiplication Tables Check, resulting in a 100% success rate. Targeted teaching, regular retrieval practice and intervention support ensured that pupils developed secure recall of multiplication facts, providing a strong foundation for future mathematical learning.

Early Years Foundation Stage (EYFS) 50% of disadvantaged pupils achieved a Good Level of Development (GLD). However, this cohort consisted of only two pupils. The pupil who did not achieve GLD was working below age-related expectations primarily due to speech and language and fine motor development needs. Throughout the year, targeted interventions, including TalkBoost and WellComm, were implemented to address identified barriers. These interventions resulted in significant progress from starting points, particularly in communication and language development. Targeted support continues to address remaining gaps and ensure sustained progress as the pupil moves into Key Stage 1.

Overall Impact Targeted use of Pupil Premium funding enabled disadvantaged pupils to achieve strongly in key assessment measures. Outcomes demonstrate that pupils benefited from early intervention, high-quality teaching and bespoke support. Where pupils did not meet national benchmarks, significant progress was evident from their starting points, and appropriate support remains in place to ensure learning gaps continue to diminish. This reflects the school's commitment to ensuring disadvantaged pupils achieve their full potential academically, socially and emotionally.

Year group	Reading TA	Writing TA	Maths TA	Comments
1 (1)	100% (1) 86% (25)	100% (1) 83% (24)	100% (1) 83% (24)	
2 (4)	100% (4) 96%	75% (3) 62%	100% (4) 92%	
3 (2)	50% (1) 83% (20)	50% (1) 83% (20)	50% (1) 88% (21)	
4 (4)	50% (2) 96% (23)	50 % (2) 88% (21)	100% (4) 92% (22)	

PPG/ Non-PPG