

Pupil premium strategy statement

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

School overview

Detail	Data
Chancel Primary School	
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 2026/2027
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Rebecca Palmer, Interim Headteacher
Pupil premium lead	Paul Newton Interim Assistant Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation for 2025 to 2026	£63 520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget	£63 800

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 a social worker and young carers. The activity we have outlined in this statement is also 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 in which 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.

Our strategy is also integral to wider school plans for education recovery, we are in the final year of targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	Assessments, observations, and discussions with pupils indicate the development of reading skills is a focus. This is more prevalent among girls, mid/high attainers and disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils indicate the development of mathematical reasoning skills is a focus. This is more prevalent among girls, mid/high attainers and disadvantaged pupils than their peers.

3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues are on the increase for many pupils. These challenges particularly affect disadvantaged pupils, including adversely affecting their confidence and ability to interact appropriately with peers.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 – 3.5% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved core skills (particularly in reading and mathematical reasoning skills) among disadvantaged pupils.	Assessments and observations continue to indicate significantly improved core skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved Social, Emotional and Mental Health for all pupils in our school, particularly our disadvantaged pupils.	Reduce the number of pupils adversely affected by poor levels of SEMH demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • continued low level bullying incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To continue to sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved attendance demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

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)

Budgeted cost: **£9 800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of standardised diagnostic assessment tools for core attainment and progress.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1 and 2
Further resourcing of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. A further annual subscription to NELI.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 2
Enhancement of our English and Maths teaching and curriculum planning in line with DfE and EEF guidance. We will continue to fund staff training enabling the development of expertise in the delivery of core subjects. NPQ in English, Maths and EYFS	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1 and 2
Improve the quality of social and emotional learning by continuing to deliver a robust RSE/PSHE curriculum; access to nurture therapy, trained Emotional Literacy Support Assistants and the deployment of the most up-	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):	2 and 3

to-date research and strategies.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£45 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to improve reading skills for disadvantaged pupils who have relatively low comprehension and language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Interventions to improve Maths reasoning skills.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematical-reasoning	2
Maths Specialist Tutoring	The Education Endowment Foundation (EEF) champions one-to-one and small-group tuition as highly effective interventions for boosting maths attainment	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in EYFS and Year 1; as well as Year 3- transition to KS2.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, 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	1
Engaging with professionals in support of SEMH issues.	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:	2 and 3

	Small group tuition Toolkit Strand Education Endowment Foundation EEF Utilising expertise through: educational psychologists and AIT.	
Nurture interventions to support pupils in school with poor levels of social, emotional and mental health.	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	2 and 3
SEMH Apprentice to support mental health and wellbeing	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	2 and 3

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

Budgeted cost: **£9 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to embed principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2 and 3
Development of a new sensory room/ area to support pupils to regulate emotions effectively positive wellbeing.	Self – regulation techniques in a controlled environment. .	2 and 3
Development of 'Future Aspirations and Careers' programme in schools.	Pupils will aspire to academic successes in considering future aspirations and potential careers; recognising the value that education will have in achieving this.	2 and 3

Total budgeted cost: £63 800

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 2025 to 2026 academic year.

Our internal assessments suggest that the performance of disadvantaged pupils needs to remain a focus.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by the additional funding given provided to schools in order to ensure pupils made rapid progress.

It has been pleasing to note that over the previous two years, pupil attainment and progress for our disadvantaged pupils has improved; however, this is an area which will continue to remain a focus. Pupils' social emotional and mental health will also remain a focus, as the proportion of pupils requiring this level of support is increasingly annually.

Attendance sits above the national average. However, at times when all pupils were expected to attend school, absence among disadvantaged pupils was marginally higher than their peers. This is why attendance is continually monitored and will remain a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted primarily due to school closures. The impact was particularly acute for disadvantaged pupils. We used and continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We will further build on securing pupil progress and attainment in addition to promoting positive wellbeing approaches through the activities detailed in this plan.