Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	56.6%
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 - 2028
Date this statement was published	December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sarah Roberts Headteacher
Pupil premium lead	Laura Nwanya Assistant Headteacher
Governor / Trustee lead	Jon Simms

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£365,115
Pupil premium funding carried forward from previous years	£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	£365,115

Part A: Pupil premium strategy plan

Statement of intent

With 56.6% of our children eligible for Pupil Premium funding, our approach to disadvantage at Chesterfield is simple: socio-economic hardship must never dictate a child's progress, ambition or outcomes at school. Supporting our disadvantaged pupils drives our main School Development Plan, it is not a separate project.

Our objective is to ensure that every child, regardless of background or entry point, makes rapid progress and leaves us working at or above age-related expectations. We also place a strong focus on stretch and challenge for our higher-attaining disadvantaged children, with the aim that they achieve Greater Depth. This strategy also addresses the needs of our broader vulnerable groups who face similar barriers, including children with social workers, those in care, young carers, and families living in temporary accommodation.

We base our spending strictly on evidence from the Education Endowment Foundation and DfE guidelines. Our approach rests on three clear priorities:

1. **Consistently High-Quality Teaching**
   Excellent teaching in every classroom every day is the most effective way to close the attainment gap. We focus heavily on explicit vocabulary teaching, adaptive learning, and ongoing formative assessment.
2. **Targeted Academic 'Keep-Up' (Not 'Catch-Up')**
   We use diagnostic assessments to spot gaps early, particularly for mid-year joiners, putting structured, small-group tuition and evidence-based interventions in place for reading, phonics and maths.
3. **Removing Wider Barriers to Learning**
   Academic catch-up only works if children are in school, healthy and ready to learn. We invest heavily in attendance casework, pastoral support, trauma-informed care and fully funded enrichment so no child misses out on experiences due to cost. This is achieved through designated pastoral teams, subsidised enrichment and family engagement initiatives.

Challenges

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

Challenge Number	Detail of Challenge
1	**Low Attainment on Entry & Speech/Language Gaps** Many of our children enter Reception with baseline skills well below age-related expectations, particularly in oral language and physical development. High levels of Speech, Language, and Communication Needs and limited pre-school attendance mean many start school with restricted vocabularies and weak listening skills, which immediately hinders early reading and communication.
2	**Attendance & Persistent Absence** Attendance data shows that persistent absence rates remain higher among disadvantaged pupils than their peers. Missing school directly disrupts daily phonics teaching, basic number recall and continuous progress across all year groups.
3	**Early Reading & Phonics Retention** Disadvantaged pupils often arrive with lower early reading confidence and less access to reading at home. They require structured, daily phonics practice and regular fluency work to keep pace with their peers.
4	**Foundational Maths & Multiplication Recall** Internal assessments highlight gaps in core number sense, times-table recall speed and mathematical vocabulary among disadvantaged pupils. This restricts their ability to tackle multi-step problem solving and reasoning in Key Stage 2.
5	**Social, Emotional & Mental Health (SEMH) Needs** Financial pressures, housing instability and family stress mean a significant number of our pupils require additional emotional support. Referrals for nurture support, self-regulation, and anxiety management remain high. High levels of SEMH needs require structured nurture, self-regulation and emotional literacy support to foster learning confidence.
6	**High Pupil Mobility & Low Stability Rates** Our IDSR data shows a stability rate of 74.54%, which is well below the national average. High pupil turnover is further complicated by a significant number of children arriving mid-year directly from overseas with little to no spoken English, and in some cases, limited or fragmented prior formal schooling.
7	**Limited Cultural Capital & Broader Experiences** Financial constraints limit access to extra-curricular activities, educational visits, and broader life experiences outside school, restricting pupils' cultural capital, background knowledge and aspiration.

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 oral language and vocabulary across school.	• Speech & Language screenings show a clear reduction in language gaps by the end of Reception[cite: 1, 2]. • Lesson visits and book scrutinies show children using subject-specific vocabulary accurately and confidently.
Sustained improvement in attendance and reduced persistent absence.	• Overall disadvantaged attendance is in line with NA.. • Persistent absence for disadvantaged pupils is in line with NA, closing the gap with non-disadvantaged peers
Strong outcomes in Phonics and Key Stage 1 / Key Stage 2 Reading.	• Phonics Check: Narrowed gap between Dis/Non in the PSC, with more Dis pupils achieving EXS. KS2 Reading: • An increase in the number of disadvantaged pupils achieving the Expected Standard, with more reaching Greater Depth. • PP/Non gap is narrowed • Progress data shows the school's PP strategy is adding value (2026 and 2027)
Improved Maths attainment and times-table fluency.	• Y4 Multiplication Check: An increase in the number of disadvantaged pupils scoring 20+ out of 25 and a narrowed Dis/Non gap. KS2 Maths: • Over 85% achieve the Expected Standard, with more reaching Greater Depth. • PP/Non gap is narrowed • Progress data shows the school's PP strategy is adding value (2026 and 2027)
Effective, proactive SEMH and wellbeing provision.	• Fewer behavioural disruptions and no internal exclusions. • ELSA and Mentor logs show targeted pupils developing better emotional regulation and active engagement in class.
Rapid integration and baseline assessment for mobile pupils.	• 100% of mid-year joiners receive diagnostic screening after initial short settling-in period and are placed straight into targeted catch-up provision where gaps exist (in line with school's induction protocols)
Full access to trips, clubs, and enrichment.	• 100% of disadvantaged pupils take part in educational visits and residential trips • Increased numbers of PP children participate in extra-curricular activities through full school subsidy. • More pupil leaders are from disadvantaged backgrounds

In-Year Implementation Milestones

- Autumn Checkpoint: Termly Pupil Progress Meetings focusing explicitly on PP pupils and mobility catch-up trajectories.
- Phonics Checkpoint: Half-termly RWI phonic tracking to identify children off track for 1:1 keep-up.
- Attendance Checkpoint: Bi-weekly attendance casework reviews with the Family Support Officer targeting persistent absence.

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: £115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional Coaching & Rosenshine WalkThrus: Release time for senior leaders to run weekly coaching cycles with teachers, embedding adaptive teaching and explicit instruction across all subjects.	EEF research shows supporting effective teaching is the most impactful step a school can take. Instructional coaching consistently speeds up teacher development (+4 to +5 months' progress)	1, 3, 4, 6
Read Write Inc.Coaching & Consultant Support: External consultant days, staff refresher training, and regular fidelity checks to keep our synthetic phonics teaching rigorous.	Systematic phonics teaching has a proven track record (+5 months' progress), particularly for pupils from lower socio-economic backgrounds.	3
Whole-School Oracy & Explicit Vocabulary Teaching: Rolling out structured talk frameworks and pre-teaching Tier 2 and Tier 3 vocabulary in all units of work. Modelling, 'Word Aware' strategies and interventions.	Oral language approaches deliver around +6 months' additional progress, directly benefiting reading comprehension and written work.	1, 3, 4

Maths Mastery CPD & Standardised Assessments: Release time for our Maths Lead to work with the local Maths Hub, alongside purchasing diagnostic assessments (NFER/White Rose)	Diagnostic assessment helps teachers spot exact misconceptions quickly—essential for mobile pupils—while mastery teaching secures long-term arithmetic fluency (+5 months).	4, 6

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

Budgeted cost: £145,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-Group Tuition in Reading & Maths: Qualified teachers and experienced HLTAs running 1:3 and 1:4 targeted catch-up sessions linked directly to classroom work.	EEF trials show small-group tuition yields up to +4 months' progress when sessions are short, regular, and tied closely to main class teaching.	3, 4, 6
Early Language & Speech Interventions (WellComm/NELI): Dedicated TA time to run 1:1 and small-group language sessions for Reception and KS1 children identified with speech delays.	Targeted oral language interventions produce fast, measurable gains (+6 months) in early vocabulary and listening skills.	1
Daily 1:1 Phonics Keep-Up & KS2 Fresh Start: Daily 15-minute 1:1 phonic catch-up for Y1/Y2 children falling behind, plus Fresh Start reading fluency groups in KS2.	Short, regular 1:1 phonics catch-up prevents children from falling behind their peers, particularly for mid-year arrivals (+5 months)	2, 3, 6

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

Budgeted cost: £104,250

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Attendance Officer & Family Support Practitioner: Dedicated staff hours for daily attendance tracking, home visits, parent meetings and attendance panels following DfE guidance.	DfE data proves a direct link between attendance and academic attainment. Targeted casework successfully tackles persistent absence.	2
Pastoral Team & ELSA Nurture Support: Funding trained Emotional Literacy Support Assistants (ELSAs) and Learning Mentors to run nurture groups and 1:1 emotional regulation support.	Social and Emotional Learning interventions improve behaviour, school engagement, and academic progress (+4 months).	5
Mid-Year Mobility & Induction Provision: Dedicated pastoral support and induction assessments for all mid-year arrivals to evaluate academic gaps, check uniform needs and ensure immediate integration.	Smooth induction and early baseline assessment prevent mobile pupils from falling further behind and support rapid adjustment to school expectations.	5, 6
Subsidised Trips, Residentials & Clubs: Fully covering trip costs, Y6 residential places, music tuition and free places at breakfast and after-school clubs for eligible pupils.	Removing financial barriers ensures all children benefit from rich learning outside the classroom, improving attendance and engagement.	2, 5, 7
Emergency Contingency Fund: A small reserve kept aside to respond quickly to sudden family crisis (e.g., replacement uniform, emergency food, essential kit).	Meeting immediate family needs prevents sudden drops in school attendance and emotional disruption for vulnerable children.	All

Total budgeted cost: £364,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our external assessments 2024/25 and 2025/26 indicate that the attainment of disadvantaged pupils at Chesterfield was in line with or above that of non-disadvantaged pupils within the school. Furthermore, disadvantaged pupils at Chesterfield consistently outperform disadvantaged pupils nationally across most key measures.

1. Key Stage 2 Outcomes (Year 6 Statutory Tests – unvalidated data)

Subject / Measure	Disadvantaged (% EXS+)	Non-Disadvantaged (% EXS+)	Whole School (% EXS+)	National Average 2025 (All)
KS2 Reading	81%	74%	79%	75%
KS2 Writing (TA)	74%	78%	76%	73%
KS2 Maths	87%	78%	84%	75%
KS2 Combined RWM	74%	74%	74%	63%

Commentary

- Our Year 6 disadvantaged pupils achieved 74% in Combined Reading, Writing, and Maths, matching our non-disadvantaged pupils (74%) and beating the national average (63%) by 11 percentage points.
- Disadvantaged pupils outperformed their peers in both Reading (81% vs 74%) and Maths (87% vs 78%).
- Non-disadvantaged pupils secured higher Greater Depth rates in Reading (35% vs 24%) and Combined RWM (9% vs 2%). Pushing more of our capable disadvantaged pupils into Greater Depth is a key priority for this year.

2. Early Years & Phonics Outcomes

Measure	Disadvantaged (% EXS)	Non-Disadvantaged (% EXS)	Whole School (% EXS)
EYFS Good Level of Development (GLD)	76%	60%	67%
EYFS Word Reading	81%	60%	69%
EYFS Writing	76%	60%	67%
EYFS Mathematics (Number)	86%	70%	76%
EYFS Speaking	86%	63%	73%
Year 1 Phonics Screening Check	71%	90%	81%

Commentary

- Early speech and language interventions yielded exceptional results in EYFS, with 76% of disadvantaged pupils achieving a Good Level of Development compared to 60% of their peers (+16%).
- Year 1 Phonics Gap: 71% of disadvantaged Year 1 pupils passed the Phonics Check compared to 90% of non-disadvantaged pupils. This cohort was heavily affected by high absence (~9.5% overall absence), directly interrupting daily phonics learning. (Note: This cohort included 4 pupils in our Specialist Resource Provision who did not pass; excluding the SRP, mainstream phonics pass rates reached 86-87%).

4. Disadvantaged Pupil Attendance & Wellbeing Review (2025/2026)

Metric	Disadvantaged / PP	Whole School	Local Authority Benchmark	National Benchmark
Overall Attendance Rate	**92.71%**	**93.8%**	94.5%	94.7%
Overall Absence Rate	**7.29%**	**6.2%**	5.5%	5.3%
Persistent Absence (PA Rate)	**[14.9%+ in PP]**	**12.9%**	-	-

Attendance Impact Analysis

- During Year 1 of our RISE Attendance Action Plan, overall school attendance reached 93.8% across 356 compulsory-age pupils. Attendance among Pupil Premium pupils was 92.71%, representing a 1.09% gap compared to the whole school average and 1.99% behind national benchmarks.
- Detailed analysis of DfE daily attendance heatmaps revealed that baseline attendance frequently reached top-tier national levels (peaking at 96.5%–97.8% during spring/summer periods). However, overall figures were suppressed by specific factors:
    - Severe winter health outbreaks (flu and measles in Enfield in November, dropping Friday attendance to 87.5%).
    - 'Shoulder period' absenteeism around school holidays (162 pupils absent immediately before/after term breaks).
    - Single-day contextual disruptions, including heatwave red weather warnings (68.7%) and Eid (55.8%).

Externally Provided Programmes

Programme	Provider
EWO support	London Borough of Enfield
Read Write Inc. Phonics & Fresh Start	Ruth Miskin Training / Oxford University Press
White Rose Maths & Times Tables Rock Stars	White Rose Education / Maths Circle
Maths Hub Programmes	National Centre for Excellence in the Teaching of Mathematics (NCETM) / Local Maths Hub
Speech & Language Assessment	GL Assessment / Nelson Thornes
LASSEY	London Borough of Enfield