

Pupil premium strategy statement 2025-2026

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
School name	Chuter Ede Primary School
Number of pupils in school	618
Proportion (%) of pupil premium eligible pupils	20% (based on April census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 2024-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Bernadette Hunter
Pupil premium lead	Natalie Good and Helen Adwick
Governor / Trustee lead	Louise Howe

Funding overview

Detail	Amount 2025/26
Pupil premium funding allocation this academic year	£170, 865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£170, 865

Part A: Pupil premium strategy plan

Statement of intent

We ensure that teaching and learning opportunities meet the needs of all the pupils ensuring that the gap between children in receipt of PP and those who are not diminishes in relation to their academia, aspirations and attitudes.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and so our structure for spending will ensure that as many pupils identified as disadvantaged will benefit as possible.

Chuter Ede Primary School's policy reflects the Gov.co.uk guidance and research by EEF, to ensure that our main priorities are whole class teaching, targeted interventions and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	An increase in the number of children with multiple characteristics (EAL, SEND)
2	Some children start school with under-developed language skills which impacts on their progress.
3	Emotional, mental health needs can create barriers to learning.
4	Attendance of FSM children, particularly persistent absence.
5	Outcomes for FSM children are not yet at national standards.

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
Outcomes for FSM children are in line with national all children	Comparison data of children in receipt of FSM show that the gap between FSM and Non FSM children is diminishing.
Interventions are effective, purposeful and monitored ensuring the greatest gains and best	Interventions are well planned, resourced and purposeful, targeting specific children and

use of resources.	tailored to their needs. Impact of interventions is monitored and action is prompt to ensure best use of time and resources. Children receiving interventions make good or better progress in the area. This is monitored and reflected upon by SLT.
A higher number of children in receipt of PP are able to access and engage with activities to promote their aspirations (such as trips/ music lessons/ clubs/ sports).	Increase in numbers of children accessing additional activities such as after school club provision or music lessons. Increase in children accessing trips and residential through contributions from school.
Children leave FS with improved communication skills	FSM children show progress on the Wellcomm assessment to achieve age appropriate language. SALT intervention shows significant progress on the Wellcomm assessment.
The wellbeing of all children is monitored and supported through interventions, whole school approaches and ethos.	Wellbeing surveys show children feel positive about school, and little difference between the results of PP and non-PP. ELSA interventions show a significant impact upon children's mental wellbeing. School is able to offer a wider range of opportunities for children and families who need wellbeing support.
Children attend school regularly	Attendance of FSM children is in line with Non FSM. Consistency using the attendance procedure.

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: £82000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time out of class for phonics lead to APDR and lead interventions for phonics	EEF Oral Language Interventions showed up to 6 months progress Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF Small group interventions- showed up to 4 months progress Small group tuition EEF (educationendowmentfoundation.org.uk) EEF Phonics showed that successful implementation can lead to 5 months progress Phonics EEF (educationendowmentfoundation.org.uk)	3, 4, 5
Additional half termly PPA session (full day) for teachers to APDR. This session will be lead by ELSA to give every child an opportunity to receive MH support or strategies	EEF impact of interventions led by teaching assistants Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) EEF found that social and emotional learning interventions also impacted academic achievements with up to 4 months progress Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Additional TAs across both sites to enable a mastery approach, with fewer children needing separate provision outside of the classroom	EEF have found the mastery approach to have a high impact Mastery learning EEF (educationendowmentfoundation.org.uk)	1, 2
Funding for high quality texts for each class	Attendance and reading key barriers to disadvantaged pupils'... EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £70000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistants for specific classes to support	EEF Oral Language Interventions showed up to 6 months progress Oral language interventions EEF (educationendowmentfoundation.org.uk) EEF Small group interventions- showed up to 4 months progress	1,2,3

modelling language and play and in lessons and positive behaviour	Small group tuition EEF (educationendowmentfoundation.org.uk) EEF Best use of TAs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
1:1 Thirdspace maths tuition	One to one tuition EEF (educationendowmentfoundation.org.uk)	1
ELSA teachers out of class in the afternoons to work with	EEF Emotional and wellbeing support showed up to 4 months progress Social and emotional learning EEF (educationendowmentfoundation.org.uk) OFTSED (2013) Schools using PP effectively ensured TAs were highly trained in the intervention with time to maximise the impact https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/131197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf Peters, Sue; (2020) Exploring the experience for young people of the Emotional Literacy Support Assistant (ELSA) intervention: Doctoral thesis (D.Ed.Psy), UCL (University College London). https://discovery.ucl.ac.uk/id/eprint/10101254/	2, 4
SALT specialist teaching assistants to work one-to-one with individuals	EEF Oral Language Interventions showed up to 6 months progress Oral language interventions EEF (educationendowmentfoundation.org.uk) OFTSED (2013) Schools using PP effectively ensured TAs were highly trained in the intervention with time to maximise the impact https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/131197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf EEF Best use of TAs https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2, 3

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

Budgeted cost: £18865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of new behaviour system, including rewards, training for middays, resources ect.	DFE (2017) Consistent school behaviour management systems led to increase in quality first teaching https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/62506/Behaviour_Management_Case_Studies_Report.pdf Bennett, T (2017) School culture- successful schools implemented consistent approaches which raised attainments http://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/653481/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf	1
Paid Rock Band places for children in receipt of PP	Ongoing trials into the effect of cultural learning 400 schools wanted to take part in cultural learning trials EEF (educationendowmentfoundation.org.uk)	4
Implementation of the allocation system to support families with purchasing uniform, paying for trips, music lessons etc. and removing the stigma surrounding FSM to enable those who really need extra support the help to access it.	OFSTED (2012) recommends schools should be able to provide for children on an individual basis in some cases and be accountable for what money has been spent rather than it being absorbed into the budget. Schools should also reduce the stigma around FSM to encourage more parents to apply for it. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-used-the-funding	1, 4

Half termly parent workshops with a speaker and refreshments, developing a sense of community, opportunities for support and greater understanding of difficulties parents are facing	Parental engagement EEF (educationendowmentfoundation.org.uk)	4
Implementation of outdoor play approaches, including forest schools, after school clubs, play leaders with a focus being on children's wellbeing	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)	4

Total budgeted cost: £ 170,865

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 2024 to 2025 academic year.

2024-2025

Diminish the difference between the attainment of non-PP children and children in receipt of PP

Early Years- No FSM children achieved a good level of development- of these 7 children, 2 were new to English. The limiting factor for the other 5 children was literacy and so they will receive targeted catch-up sessions in year 1.

Y1 phonics screening- 72.7% (8 of the 11 FSM children) passed the check and the three children who didn't will receive phonics catch up in year 2. Their progress will be measured by regular assessments and support will be adjusted accordingly

KS2 Reading- 76.5% (13 of the 17 FSM children) were working at national standards.
KS2 Writing- 82.4% (14 of the 17 FSM children) were working at national standards.
KS2 Maths- 82.4% (14 of the 17 FSM children) were working at national standards.

This shows we are making good progress to raise the attainment of FSM children. At KS2 they are out-performing other disadvantaged children locally and nationally. 2025 outcomes show that FSM children out-performed non-FSM children in combined RWM.

Interventions are effective, purposeful and monitored ensuring the greatest gains and best use of resources.

Training was provided to staff delivering interventions with monitoring by leaders evidencing effective delivery with FSM children engaged and learning being moved on. Evaluation of data showed most FSM children made expected or better than expected progress. Outcomes were discussed at pupil progress meetings and adjustments made where appropriate.

A higher number of children in receipt of PP are able to access and engage with activities to promote their aspirations (such as trips/ music lessons/ clubs/ sports).

Evaluation of the PP tracker shows there has been an increase in FSM children accessing activities to promote aspirations. Their pupil voice showed.....

Children leave FS ready for more formal education.

Monitoring by leaders evidenced effective provision for FSM children with speech and language needs and improved behaviours resulting in improved readiness to learn.

The wellbeing of all children is monitored and supported through interventions, whole school approaches and ethos.

Well-being surveys have been carried out and demonstrate children feeling positive about school. Leaders are currently reflecting on the surveys with adjustments made in- to 25-26. The use of governors to carry out the surveys will be explored. ELSA support records evidence pre and post assessments with significant impact on FSM childrens' mental health. School have provided uniform support, Christmas boxes, coffee mornings and vouchers to support parents financially.

Children independently read for pleasure, can discuss a favourite book and are encouraged to develop their reading fluency through access to high quality texts

KS2 Reading- 76.5% (13 of the 17 FSM children) were working at national standards. KS2 reading outcomes for FSM children are higher than all children nationally so this intended outcome has been met.

Qualitative comments from class teachers evidence children reading for pleasure and they are encouraged to explore and develop their reading identity.

Externally provided programmes

Programme	Provider
Thirdspace Maths 1:1 Tuition	Thirdspacemaths.app.uk