



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
School name	Chester Le Street CE Primary School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026 - Current 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rachel Butler
Pupil premium lead	Sean Mulligan
Governor lead	Barbara Wells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,270 - 24/25 £102,410 25/26
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	£113,270



Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

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 ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When 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. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

As school leaders, we must consider a broad array of external evidence to inform our decision making, to enhance the expert knowledge we have of the pupils in our care. We believe that by following the ‘best bets’ of educational research we are able to maximise the use of our pupil premium grant (PPG) by choosing proven strategies that will support our pupils to grow and develop.

Our three year strategy, aligned to the school development plan, enables us to implement a blend of short, medium and long-term interventions. 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 to act early to intervene at the point needed and adopt a whole school approach in which all staff take



The range of provision the Governors consider making for this group include and would be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' Enhanced Teaching Assistant to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained ETA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support



Challenges

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

Challenge number	Detail of challenge
1	High levels of pupils with significant barriers to learning. Many disadvantaged pupils present with complex needs such as SEND, low baseline attainment, limited early language exposure, underdeveloped oracy skills, and reduced cultural capital. These barriers affect their ability to access age-related content and make expected progress without targeted support and intervention.
2	A persistent attainment gap across Reading, Writing, Maths and Science. Despite progress in some areas, disadvantaged pupils in the school consistently perform below non-disadvantaged peers and below national averages. Gaps are evident from early years and widen as pupils move through the school, particularly for pupils not meeting age-related expectations in core subjects.
3	Lower outcomes in achieving Greater Depth, particularly in Writing. Disadvantaged pupils are significantly underrepresented at Greater Depth. Many lack the vocabulary breadth, writing stamina, and language structures needed for higher-level composition. Limited exposure to high-quality reading and varied experiences also impacts their ability to write with flair, detail and sophistication.
4	Attendance and punctuality issues affecting continuity of learning. A proportion of disadvantaged pupils have attendance below the school's expectations, with some falling into persistent absence. Poor punctuality results in lost learning time and disrupted routines. These factors collectively reduce curriculum access and hinder progress across all subjects.
5	Increasing mental health and wellbeing challenges. A growing number of disadvantaged pupils display anxiety, low emotional resilience, difficulty regulating behaviour, and social-emotional needs. These issues affect concentration, engagement, relationships with peers, and readiness to learn, often resulting in reduced participation and lower academic outcomes.



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
1. Support / Improve Barriers to Learning Intended Outcome: SEND and disadvantaged pupils have reduced barriers to learning so they can access the curriculum effectively.	- SEND children's barriers to learning are clearly identified through assessments and reviews. - Appropriate, evidence-based interventions are implemented and monitored. - Pupils receiving interventions show measurable improvement in targeted areas.
2. Progress in Reading Intended Outcome: Improve reading outcomes for disadvantaged (PP) pupils.	- PP children achieve the national average for KS2 Reading progress and attainment. - Termly data shows a reduction in the attainment gap between PP and non-PP pupils.
3. Progress in Writing Intended Outcome: Improve writing outcomes for disadvantaged (PP) pupils.	- PP children achieve the national average for KS2 Writing. - Sustained progress is evident across year groups through teacher assessments and moderation.
4. Progress in Mathematics Intended Outcome: Improve mathematics outcomes for disadvantaged (PP) pupils.	- PP children achieve the national average for KS2 Maths. - Internal tracking data shows consistent progress in arithmetic and reasoning skills.
5. Greater Depth in Writing Intended Outcome: Increase the proportion of disadvantaged (PP) pupils achieving Greater Depth in Writing.	- PP pupils achieve the national average for Greater Depth Writing at KS2. - High-quality writing outcomes are evident in books and through moderation.
6. Attendance Intended Outcome: Improve attendance of disadvantaged pupils.	- Attendance of disadvantaged pupils is consistently above 96%. - Reduction in persistent absence for PP pupils compared to the previous year.
7. Improved Mental Health and Engagement Intended Outcome: Enhance pupils' wellbeing, engagement, and readiness to learn.	- Improved attendance and punctuality for targeted pupils. - Increased participation and engagement within lessons (as evidenced by teacher observations, behaviour logs, and learning walks). - Pupils report improved wellbeing through surveys or pastoral check-ins.



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: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Curriculum review followed by the development of a new curriculum with support materials provided for teachers</i> <i>Release time for AHT / DHT to write new curriculum and provide support materials</i> <i>0.4 release time AHT - £20,829</i> <i>0.4 release time DHT £25,330</i>	EEF Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Strategies to support this include professional development and training,	2,3
<i>Provide quality TAs to support identified groups of pupils</i>	EEF research shows targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on progress. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions	1,3,4



Targeted CPD on the teaching of writing , focusing on vocabulary development, modelling, transcription and composition to raise expected and Greater Depth outcomes.	EEF: <i>Writing Development (+6 months)</i> explicit teaching of spelling, handwriting, planning and revising supports progress. <i>Oral language interventions (+6 months)</i> also support writing quality.	2,3
<i>Coaching model for early career and developing teachers, ensuring consistent practice in feedback, adaptive teaching and behaviour routines.</i>	EEF: <i>Feedback (+6 months)</i> and <i>professional development</i> improve the quality of instruction, particularly for disadvantaged pupils who rely most on consistent classroom structures.	1,2



Targeted academic support

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teaching assistant / apprentice TA to work on a 1:1 basis with specific children to develop greater depth / support PP</i> TA L5 Enhanced - £23,221 Apprentice TA - £13,165	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts we have identified groups of children who need support to address gaps in maths and English.	2,3
<i>Continue to use a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i>	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: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics	1,2,3,4
<i>To implement high quality reading comprehension strategies to accelerate progress in reading.</i>	Lack of reading and understanding is a significant barrier to achievement for many of our children. Reading comprehension sessions are delivered through the SSP as well as built into the weekly timetable and focus on explicit teaching of comprehension strategies (including metacognitive talk). https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies	1,2,3,4



To provide a programme of intensive, targeted interventions including SoundsWrite Phonics, TALC, First Class at Number, NELLY, SEND and Catch-up intervention and Programmes

All teaching assistants have a daily timetable to follow, which involves delivering both group and 1:1 sessions with targeted children. Staff have received CPD to assist with the delivery of these sessions and the impact of each intervention is reviewed on a half-termly basis. EEF research found that small group tuition can be effective at improving pupil outcomes. This tuition is more likely to make an impact if it is additional to and linked to normal lessons. Their evidence suggests that short, regular sessions over a set period of time result in optimum impact.
<https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition>



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

Budgeted cost: £ 38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family Liaison Officer appointed to work with vulnerable families and improve parental engagement (toddler group, community events etc, family learning projects etc.)</i> TA L5 Enhanced - £23,221 <i>Attendance Officer appointed to work ½ day a week to analyse attendance and contact low attenders. Family champion worker to complete First Day Call and support families to raise attendance / punctuality.(£2,888 per annum)</i>	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.	1, 4
<i>Thrive worker to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour.</i> TA L5 Enhanced - £23,221	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.	5



<i>SLA purchased from LA to aid with identification of learning barriers with specialist support staff available to assess children and provide support over which interventions / strategies to use to support the child.</i> <i>EWEL, C&I, C&L</i> <i>£12,000</i>	EEF (+5) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention	1, 4, 5
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Total budgeted cost: £ 120,654



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.

Outcome 1: High levels of pupils with significant barriers to learning.

Relevant Activities

- Curriculum review and redevelopment led by AHT/DHT
- Specialist SEND support through purchased LA SLA
- Thrive practitioner support
- Additional TA / Apprentice TA providing targeted 1:1 and small-group intervention
- Family Liaison Officer working with vulnerable families

Review of Impact

The curriculum review and redevelopment ensured that teaching staff had improved clarity regarding curriculum progression and key knowledge, which enabled better support for pupils with complex needs. Staff reported increased confidence in adapting lessons and providing scaffolds for pupils with SEND and other barriers to learning.

The SLA support contributed to the quicker identification of specific learning needs, leading to more targeted intervention plans. This resulted in improved provision mapping and earlier implementation of strategies such as precision teaching, language interventions, and sensory support plans.

The Thrive practitioner successfully supported pupils struggling with emotional regulation, contributing to calmer learning behaviours and improved classroom engagement for a number of targeted individuals.

The Family Liaison Officer played a key role in strengthening relationships with hard-to-reach families, enabling improved communication and earlier identification of difficulties impacting learning.

Overall, while many individual pupils benefitted from this targeted provision, the high proportion of pupils with complex needs continues to present a significant challenge across the school.

Outcome 2: A persistent attainment gap across Reading, Writing, Maths and Science.

Relevant Activities

Curriculum development and teacher CPD

1:1 and small-group intervention delivered by TAs and apprentices

SLA support for identifying barriers to attainment

Review of Impact

The newly developed curriculum contributed to more consistent teaching sequences and better alignment between year groups. Teachers were better equipped to teach core knowledge and skills, which supported improvements in learning routines and outcomes.

Targeted 1:1 and small-group interventions had positive effects for identified pupils, particularly in Reading and Maths where accelerated progress was seen for several disadvantaged pupils. The EEF evidence indicates this approach yields +4 months progress, and school data reflects improved fluency and arithmetic outcomes for targeted individuals.

However, despite these improvements, the overall attainment gap remains. While some pupils made strong gains, the gains were not consistent enough across the cohort to close the gap at the expected rate. Reading showed the greatest improvement, but Writing and Science continue to lag behind.



Outcome 3: Lower outcomes in achieving Greater Depth, particularly in Writing.

Relevant Activities

- Additional TA support for pupils with potential to reach Greater Depth
- Curriculum redevelopment with focus on vocabulary and writing progression

Review of Impact

The curriculum review ensured that writing structures, vocabulary progression, and model texts were more clearly mapped. Teachers now have clearer expectations for Greater Depth writing at each phase. Targeted support for higher-attaining disadvantaged pupils helped several children move closer to Greater Depth, particularly in sentence structure and vocabulary development.

However, the proportion of disadvantaged pupils achieving Greater Depth in Writing remained below national figures. While some pupils showed improved stamina and quality of written work, too few were able to consistently demonstrate the independence and sophistication required for Greater Depth. Limited language exposure and gaps in spelling/grammar continue to hinder progress.

Outcome 4: Attendance and punctuality issues affecting continuity of learning.

Relevant Activities

- Appointment of Family Liaison Officer
- Attendance Officer working ½ day per week
- First Day Call system and family support interventions

Review of Impact

The combined efforts of the Attendance Officer and Family Liaison Officer led to improved tracking of attendance patterns and earlier support for families with emerging issues. Several disadvantaged pupils showed improved punctuality and more regular attendance following personalised intervention plans.

Parental engagement improved through toddler groups, community events and family learning sessions, helping to strengthen the relationship between home and school.

However, overall attendance for disadvantaged pupils did not yet meet the school's target of 96%, and persistent absence remains an ongoing issue for a small but significant group. The attendance gap between disadvantaged and non-disadvantaged pupils has narrowed slightly but remains a priority for continued action.

Outcome 5: Increasing mental health and wellbeing challenges.

Relevant Activities

- Thrive practitioner support
- SLA support (EWEL team)
- Family engagement support through FLO

Review of Impact

The Thrive practitioner provided targeted emotional regulation support, resulting in improved behaviour and classroom readiness for many pupils. Observations and teacher feedback indicate that pupils who accessed regular sessions demonstrated increased resilience and reduced behavioural incidents.

SLA involvement helped teachers better understand pupils' emotional and developmental needs, leading to more targeted and consistent provision in class. Family engagement activities contributed to improved communication, enabling earlier interventions and better pastoral support.

Despite these positive steps, the overall level of mental health need remains high and continues to impact learning behaviours, engagement and attendance for some disadvantaged pupils. Further capacity and specialised support will be required in the coming year.

The actions taken had a clear and positive impact on individual pupils and helped strengthen whole-school systems, particularly in curriculum design, early identification of need, and pastoral support. However, the scale and complexity of disadvantage within the school means that while progress has been made, the five core challenges continue to require sustained, long-term intervention. Several areas showed improvement—especially reading progress, emotional regulation, and family engagement—but gaps in



attainment, attendance, and Greater Depth outcomes remain a priority.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.

Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider	Linked Challenges
First Class @ Number	Edge Hill	1,2
LBQ	LBQ	1,2
Star Maths	Renaissance	1,2
Reading plus	Reading Plus	1,2
NELI (Nuffield Early Language Intervention)	Oxford University / Nuffield Foundation	1
Thrive Approach	Thrive	1,5
Precision Teaching Training & Support	Local Authority	1,2
Speech & Language Therapy Support and Assessments	Local Authority EP Service	1,5
Educational Psychology Consultation and Assessment		1,2,5
Cognition and Learning / Communication and Interaction Support	Local Authority Specialist Learning Support Team	1,2