

Great Chart Primary School

Pupil premium strategy statement

2024-2027



Updated December 2025

This statement details our school's use of pupil premium funding for the 2024/25 to 2026/27 academic years 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	423
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was first published	December 2024
Date on which it will be reviewed	December 2025 December 2026 December 2027
Statement authorised by	Wendy Pang (HT)
Pupil premium lead	Paula High (DHT)
Governor / Trustee lead	Jennifer Keen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-2026)	£ 121,452
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year (2025-2026)	£ 121,452

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 the 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 inclusive 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 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

Our ultimate objectives are:

- ✓ To close 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 the 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.

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement, particularly in supporting Reading at home which is impacting on progress of a high proportion of our disadvantaged children.
2	Closing the attainment gap in Writing and Maths at EXS and GDS.
3	Assessments, observations and discussions with pupils indicate underdeveloped oral language and vocabulary gaps, particularly in EYFS/KS1. 32% of our pupils with SEN are also disadvantaged, with speech, language and communication needs (including pupils with Autism) being the biggest need.
4	Attendance data is lower than 'All pupils' and the National expectations by about 1- 2% on average. 96.11% = 2024/25 whole school attendance for "All" students 94.66% = 2024/25 attendance for students eligible for pupil premium 93.1% = 2024/25 national attendance for students eligible for pupil premium Persistent absence is greater for our FSM6 pupils at 18.6% compared to our whole school persistent absence which is 6.9% (National FSM6 persistent absence is 24.4%)

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 reading attainment among disadvantaged pupils	Due to a whole school drive to improve Reading and parental engagement in supporting Reading at home, end of KS1 and KS2 reading outcomes in 2026/27 show that all pupils meet the required standard. The only exception to this is where a pupil has a special educational need that impacts significantly on

	their reading attainment, however evidence shows sustained progress for these pupils.
By the end of KS1, disadvantaged pupils will have secured strong foundational knowledge in communication and language, early reading, writing and mathematics.	<p>A child needs strong foundations to achieve well in school. Without those foundations in the early years, a child's future success in education and life are at risk.</p> <p>Disadvantaged pupils are able to access the wider curriculum and achieve in line with their non-disadvantaged peers.</p> <p>Use tracking tools to monitor:</p> <ul style="list-style-type: none"> • Assessment results in phonics, reading, writing and mathematics • Progress from starting points • Whether pupils are meeting age-related expectations
Improved Writing attainment for disadvantaged pupils at the end of KS2.	End of KS2 outcomes in 2026/27 show that all pupils meet or exceed the required standard. The only exception to this is where a pupil has a special educational need that impacts significantly on their attainment in one or more of these subjects, however evidence shows sustained progress for these pupils.
Improved Maths attainment for disadvantaged pupils at the end of KS2.	End of KS2 outcomes in 2026/27 show that all pupils meet or exceed the required standard. The only exception to this is where a pupil has a special educational need that impacts significantly on their maths attainment, however evidence shows sustained progress for these pupils.
Improved oral language skills and vocabulary amongst disadvantaged pupils	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Summative assessment (e.g. language link) used where appropriate.
To achieve and sustain improved attendance for all pupils in our school, particularly our disadvantaged pupils.	Attendance of disadvantaged pupils is equal to that of all pupils (or the gap is at least narrowing) and above national averages. Parental health anxiety decreases over time and consequently persistent absence of disadvantaged pupils is reduced so that the figures are more in line with "all" pupils.

Activity in this academic year – 2025-26

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve the quality of social and emotional learning through termly wellbeing days, weekly circle time, RHE sessions, emotion coaching and the Zones of Regulation as well as The Empowerment Approach (2 year project) to staff, pupils and parents.	<p>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):</p> <p>EEF (+4) EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4
Embed and refine new approach to a hybrid model of whole class guided reading across the school.	Effective reading systems in place have been shown to improve reading for pleasure, increase comprehension and engagement levels and therefore have a positive impact on progress.	4
Drive to improve writing across the school and particularly stamina for writing with continuation of TalkWrite and the use of Suave words which pupils are encouraged to include in their speech and written work.	<ul style="list-style-type: none"> • EEF T& L toolkit, teacher subject knowledge • Closing the writing gap, Alex Quigley 	2,3
Importance of strong foundations in EYFS/KS1 as a key priority is shared with staff; training and support provided to enable staff to review adaptations within the curriculum and to reflect Strong Foundations.	<ul style="list-style-type: none"> • High-quality teaching in EYFS and KS1 with a focus on foundational skills (continued in KS2 for some pupils) • Targeted academic support for pupils who need additional help to keep up • Professional development to ensure staff have expertise in early years and KS1 pedagogy (for all staff including those in KS2) 	1,2,3

	The DFE-funded Study of Early Education and Development (SEED) (Melhuish and Gardiner, 2021) found that the all-round-quality of early years practice is positive for every child, but the benefits for children experiencing socio-economic disadvantage are greater.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification of pupils who require speech and language support throughout the school.</p> <p>HLTA for SALT undertaking the Advanced Practice in Speech, Language & Communication Needs course at Leeds University to upskill further in supporting our pupils including those with EAL who require SALT support.</p>	<p>EEF (+6)</p> <p>A range of 1:1 and small group interventions carried out which include:</p> <p>AIM dedicated to providing speech and language support in EYFS.</p> <p>NELI programme run by EYFS TA</p> <p>HLTA for speech and language support</p> <p>Pre-teaching of key vocabulary by TAs throughout the school for pupils who need this additional intervention.</p> <p>HLTA meeting with parents of children where another language is spoken at home to support speech and language needs.</p>	2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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.</p> <p>EEF (+5)</p>	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>FLO working with vulnerable families and improved parental engagement e.g. termly training/support sessions for parents and signposting to support available.</p> <p>Embedding principles of good practice set out in the DFE's guidance on working together to improve school attendance.</p> <p>Attendance officer to analyse attendance, discuss in SLT meetings and contact low attenders.</p> <p>"Soft landings" to support children who find transition into school difficult in the morning.</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> 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. Attendance toolkit completed by SLT and Attendance Officer with action points for areas to improve. Focus will be on improved attendance for some children rather than high attendance 	<p>1, 4, 5</p>

Total budgeted cost: £121,452

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using EYFS and key stage 2 performance data, Year 1 phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and school level.

July 2025 Data for EYFS, Years 1, 2 and 6

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2024/25 met and sometimes exceeded our expectations in EYFS, Y1 phonics results and Reading and Maths end of KS2 results.

EYFS Profile Results 2023-24

- Good level of development target has been exceeded
- Limited local and national data
- EYFS results are above National and LA
- PP pupils have achieved well but there is an 11% gap.

End of Profile Assessment-GLD (Good Level of development)	Target 86%	National	LA
All pupils (60)	71.2%	68.3%	68.9%
PP	60%		

Year 1 Phonics Results 2023-24

- Pupils had to achieve 32+ points to reach the expected standard
- Limited national & local results
- Y1 results above National and LA results
- PP pupils have achieved well; the gap is minimal.

Year 1 Reported results	Phonics	National	LA
Y1	92%	79.9%	78.3%
PP	91%		

The PP eligible child who did not pass the test has since moved on to specialist provision..

Year 1 Phonics Results- attainment over time

- PP pupils have achieved well and the gap has significantly narrowed over time between PP and All pupils

Year 1 Reported results	2023	2024	2025
Y1	88%	81%	92%
PP	80%	80%	91%

KS1 Results 2024-25

- PP pupils have achieved well but there is a significant gap in all three areas, with the widest being in Writing and the smallest in Reading.

Term 6	Reading		Writing		Maths	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
Y2	70%	22%	69%	5%	71%	9%
PP	55%	0%	46%	7%	55%	0%
SEN	25%	0%	17%	0%	33%	0%

KS2 Test Results 2024-25

EXS+ = Pupils meeting or exceeding the Expected Standard

GDS = Pupils who are working at Greater Depth

KS2 Results 2025- Attainment	Great Chart Primary School "All pupils"	Great Chart PP	National "All pupils"	National PP
Reading: % of pupils achieving expected standard (EXS)	83%	69%	75%	63%
Reading: % of pupils achieving above the expected standard (GDS)	52%	23%	34%	No data yet

Although Great Chart PP pupils have achieved higher than National PP, there is still a significant gap (14%) between "All" pupils and those who are PP eligible in Reading.

Writing: % of pupils achieving expected standard (EXS)	80%	62%	72%	59%
Writing: % of pupils achieving above the expected standard (GDS)	17%	8%	13%	No data yet

Although Great Chart PP pupils have achieved higher than National PP, there is still a significant gap (18%) between "All" pupils and those who are PP eligible in Writing.

Maths: % of pupils achieving expected standard (EXS)	88%	69%	74%	61%
Maths: % of pupils achieving above the expected standard (GDS)	42%	15%	26%	No data yet

Although Great Chart PP pupils have achieved higher than National PP, there is still a significant gap (19%) between "All" pupils and those who are PP eligible in maths.

Overall, we are pleased with our 2025 results. Many of our disadvantaged children have done incredibly well despite the disruption to schooling they experienced as a result of the pandemic.

There is a clear pattern in our whole school data; where there are higher numbers of pupils who are both PP eligible and have SENDs, the attainment gap is wider and therefore we will continue to monitor these cohorts carefully and provide targeted additional support. The difference from this year's results is that the gap is widest in maths for disadvantaged pupils and therefore this will need to be a focus going forward.

Review of the Intended Outcomes for 2024-25

1. Improved reading attainment among disadvantaged pupils:

This is something we have continued to work hard to improve over the last few years with significant efforts placed on parental engagement and encouraging reading at home as well as school. This is reflected in the KS2 results where reading results are higher than national results for PP eligible children and the gap between 'All' pupils and disadvantaged pupils is now smaller than it is for Writing and Maths. We will continue with this drive to improve reading across the school, particularly to improve the gap at Greater Depth that still exists.

2. Improved maths, English and science attainment for disadvantaged pupils at the end of KS2:

Our end of KS2 results were good for our PP eligible children in the core subjects when compared with national results for PP children, however there are still significant gaps that we need to focus on as a school with maths and writing displaying the biggest gaps.

3. Improved oral language skills and vocabulary amongst disadvantaged pupils:

This was a particularly big focus for the last 3 years with a particular emphasis on pre-teaching of vocabulary for pupils with limited language knowledge and understanding. This has proven to have been a great success in supporting children who struggle to access the curriculum due to lack of understanding of vocabulary, to have greater access to whole class input and ultimately, a better understanding of the content of lessons. The focus on pre-teaching will continue in 2025-26 and beyond.

Speech and Language support (via NHS) has changed and The Balanced System has been in place for almost two years. As a result, termly meetings with the SALT Therapist to discuss pupil need and possible strategies for the school to implement are agreed. Despite the NHS therapist no longer seeing children unless on rare occasions, our HLTA for speech and language is very experienced and ensures the needs of the children are being well met. The Assistant Inclusion Manager has also run additional interventions to support the needs of the children in EYFS, particularly since there has been an increase in children with English as an additional language.

We continue to identify needs as early as possible so that referrals can be made as early as possible and support provided.

4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils:

Challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute and we have seen an increase in referrals to the school nursing service for counselling as this is a service that can be accessed fairly quickly. Our FLO continues to work almost full time to support our most vulnerable families as well as children who are vulnerable to having mental health issues such as high levels of anxiety. There has been a noticeable increase in the needs of our families over the last few years which has led to a surge in requests for referrals for support e.g. Early Help / Homestart or assessments e.g. for Autism / ADHD. Attendance of our disadvantaged pupils is poorer than "All" pupils and there is a significant difference in persistent absence data. This is partly due to some families taking holiday in term time due to costs being much lower. Some of this gap can also be attributed to increased parental anxiety regarding their child's health and or wellbeing.