

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
Name of school	Chapel Street Primary School
Number of pupils	678
Proportion (%) of pupil premium eligible pupils	61% (402)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 – 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Ella Hughes
Pupil premium lead	Karen Pilling
Governor / Trustee lead	Debbie Burton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£469,554
Recovery premium funding allocation this academic year	£21,931
Pupil premium funding carried forward from previous years (enter £0 if n/a)	£0

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, notably in its targeted support through interventions for small groups for pupils whose education has been worst affected by the COVID pandemic which ended in 2023, 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 under-developed reading and vocabulary gaps among many disadvantaged pupils in Key Stage 2 and this is more prevalent among our disadvantaged pupils than their peers. Internal assessments indicate that we have a high number of pupils in KS2 who are not yet secure in Phase 5 phonics.
2	Internal and external assessments (IDSR and IDS) indicate that attainment in Phonics for Pupil Premium children (54.1%) is well below that of Pupil Premium children locally and nationally in KS1.
3	Internal and external assessments (IDSR and IDS) show that, although attainment for disadvantaged children at the end of KS2 at Chapel Street in reading, writing, maths, and combined measures is either higher than or on par with their non-disadvantaged peers, it remains significantly lower compared to Pupil Premium children nationally at the end of KS2 .
4	Weekly analysis of attendance data for disadvantaged children shows that persistent absence for pupil premium children is 1.2% higher than for non-pupil premium children and 16.6% higher than non-pupil premium children nationally. Although this is an improving picture from the previous year, we need to further reduce this gap.
5	Our assessments (including wellbeing surveys), observations and discussions with pupils and families show that we still have a high number of children with identified social and emotional issues. Many are unable to access support from external agencies due to extremely long waiting lists caused by reduced capacity and higher demand. These challenges particularly affect disadvantaged pupils, including their attainment. A high percentage of pupils (all of whom are disadvantaged) currently require high levels of additional support with social and emotional needs, and are receiving small group interventions and specialist support from external professionals.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2025)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment for all children and for gaps between pupil premium children at Chapel Street and pupil premium children nationally achieving ARE in KS2 to be reduced/diminished.	The percentage of pupil premium children reaching ARE in all areas at the end of KS2 to be closer to the percentage of pupil premium children nationally reaching ARE or above.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained improving attendance from 2023/24 demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.2%. Also, support targeted families to decrease the percentage of all pupils who are persistently absent to below 28%.
Improved Phonics attainment for all children and for gaps between pupil premium and non-pupil premium children achieving ARE in reading to be reduced / diminished.	Pupil premium children meeting threshold for the Phonics Screening Check in Y1 (and by the end of Y2) and being secure at Phase 5 by the end of KS1 to be in line with or higher than the percentage of non-pupil premium children locally and nationally.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. There will also be reduced levels of behaviour incidents recorded on CPOMS for disadvantaged pupils compared to the previous year.

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: £20,000

Activity	Evidence that supports this approach	Challenge addressed
Introduce a package of high quality CPD for 5 ECTs.	EEF: Research on the impact of the pandemic on Key Stage 1 pupils' attainment	1, 2 and 3
Continue with high quality CPD package for English which includes internal and external providers to support the consolidation of the new writing curriculum and develop phonics and reading.	NFER: The ongoing impacts of Covid-19 on schools serving deprived communities National Literacy Trust: Impact of school closures on attainment gap and learning loss How can UK schools support young children learning English British Council	1, 2 and 3
Introduce a high quality CPD package which includes internal and external providers for teachers and TAs in EYFS to improve CLL provision - this includes EKLAN, Wellcom and Little Wandle.	Improving Literacy in Key Stage 1 EEF Pupil Premium EEF Independent review of teachers' professional development	1,2 and 3
Continue with high quality CPD package for staff which includes training on adapted teaching, spelling and handwriting schemes, and feedback.	Early language development - National Literacy Trust The role of ECT Mentors National Education Union	1,2 and 3
Fund Fluency CPD for all Teaching Assistants (TA) in order to implement Fluency after school clubs across KS2 twice a week.	Benefits of using Rosenshine's Principles of Instruction in your classroom Bedrock Learning EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF	1,2 and 3
Increase SLT time and capacity to support teachers to develop teaching and learning, responsive teaching, effective use of feedback and adaptations.	Implementing Adaptive Teaching in Your Classroom a guide for Teachers and TAs	1, 2 and 3

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

Budgeted cost: £612,819

Activity	Evidence that supports this approach	Challenge addressed
Fund 18 x full-time Teaching Assistants (TA2) to be re-deployed to teach targeted, catch up and keep up interventions for phonics and reading each day and for two afterschool clubs each a week.	<p>EEF: Maximising the impact of teaching assistants in the classroom</p> <p>Third Space Learning: Quality first teaching checklist: The 10 most effective strategies for primary schools</p>	1,2 and 3
Fund the implementation of Doodle as an adapted teaching tool matched to the curriculum for use at home and in school by pupils for reading, writing, spelling and mathematics.	<p>One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2 and 3
Introduce 'Just Read' sessions across the whole school.	Education Endowment Fund study into best use of teaching assistants	1,2 and 3
Fund 5 x full-time TA3 specialists who will work with targeted groups of children in order for pupils to make accelerated progress and be able to access the curriculum (EYFS, INA / EAL, SEND, SALT and SEMH.)	<p>Extensive research as part of NASENCO award dissertation on best use of TAs at Chapel Street</p> <p>CPD from National College on best use of TAs</p> <p>The Deployment of Teaching Assistants in Schools – GOV.UK</p>	1 to 5
Continue with an adapted curriculum class for children with a high level of cognition needs in KS2.	Educational Psychology, Speech Therapy, Play Therapy and PRU advice on the best way to support individual children	1 to 5
Continue with adapted curriculum class for children with a high level of social and communication needs in Key Stage 1 (KS1) and Early Years Foundation Stage (EYFS).	<p>SEND LA review</p> <p>SEMH outreach support</p>	1 to 5
Introduce an adapted curriculum class for children with a high level of SEMH needs.	Effective classroom practice for reading fluency - HfL and EEF - BESA	1 to 5

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

Budgeted cost: £486,700

Activity	Evidence that supports this approach	Challenge addressed
Fund Inclusion Boxes for each classroom which support adaptive and responsive teaching for disadvantaged children.	The Key for School Leaders: Research into how attendance can impact attainment Curiosity Project support throughout implementation of approach, including whole school CPD	1 to 5
Fund a Quiet Club at lunchtimes for a small group of children with social and communication difficulties.	National College webinars on the best ways to support children with SEMH needs	4 and 5
Fund an SEMH lunch time provision for pupils with a high level of need in KS1.	Bridgelea Outreach support which recommended the Relational Approach and asked if CSCPS could be used as an example of excellent practise in 'How to avoid exclusions document'	4 and 5
Fund a Play Therapist for 3 days a week to support children with high levels of Social and Emotional Mental Health difficulties.	New Ofsted document 'How to foster positive environments' which recommends 'good relationships' should be at the heart of all practise	4 and 5
Fund external professionals including Educational Psychologist, SALT, PRU Outreach, Occupational Therapist) to offer assessments and advice for children with SEND.	Attachment aware schools – Why a relational approach really makes a difference (teachwire.net)	1 to 5
Fund a full time Attendance Officer and SOL Attendance Tracker.	How effective are nurture groups? Tes	5
Embed principles of good practice set out in the Department of Education's Improving School Attendance advice.	Guidance overview: Inclusion development programme: supporting pupils on the autism spectrum - GOV.UK (www.gov.uk)	5
Fund free Breakfast Club places for pupil premium children in order to encourage attendance, punctuality and ensure children receive a breakfast in order to focus and concentrate through the morning.	EP, Occupational Therpaits and SALT advice Start your school day right – the benefits of breakfast clubs – Teaching Working together to improve school attendance - GOV.UK	1 to 5
Fund extensive building and external site improvements throughout school, including creation of a new bespoke play therapy room, quiet dining and intervention area, two SEND/SEMH adapted classrooms, KS2 Scramble Stax and quiet outdoor sheltered area, KS1 playground wall designs, refurbishment of identified toilets and wall wraps throughout school.		1 to 5

Total budgeted cost: £1,189,419

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 2023 to 2024 academic year.

The Pupil Premium funding is designed to provide additional support to disadvantaged pupils, aiming to close the achievement gap between them and their peers. This report outlines the impact of Pupil Premium funding on the academic performance of pupils at our school, with a focus on Early Years Foundation Stage (EYFS) and Key Stage 2 (KS2) outcomes over the last three years.

Early Years Foundation Stage (EYFS):

In the EYFS, pupils receiving Pupil Premium funding consistently outperformed their non-Pupil Premium peers in prime and specific learning goals within school. This positive trend highlights the effectiveness of the strategies and interventions implemented to support these children.

Key achievements include:

Progress in Early Learning Goals (ELGs): Pupils with Pupil Premium funding have made good progress in key areas such as Communication and Language, Personal, Social, and Emotional Development, and Literacy.

Overall Achievement: On average, pupils eligible for Pupil Premium have demonstrated higher levels of attainment in comparison to their non-Pupil Premium counterparts, leading to improved school readiness and a strong foundation for future learning.

Additional Support: Focused interventions, such as small group reading sessions, one-to-one support for language development, and enhanced parental engagement, have all contributed to this success.

The gap between Pupil Premium and non-Pupil Premium pupils within school has narrowed, with Pupil Premium pupils achieving above the national average in comparison to their non-Pupil Premium peers in prime areas and good level of development.

Key Stage 2 (KS2):

At the KS2 level, pupils with Pupil Premium funding have shown exceptional progress, particularly in Reading and Maths, and have made strong progress in Writing when compared to their non-Pupil Premium peers within school.

Key outcomes include:

Reading and Maths: Pupils with Pupil Premium funding outperformed their non-Pupil Premium peers in both Reading and Maths within school. This performance is indicative of the targeted interventions and resources provided, such as additional literacy and numeracy support, tailored revision sessions, and access to digital learning tools.

Reading: Pupil Premium pupils achieved higher average scores in reading, with a notable increase in the percentage of children reaching the expected standard, when compared to their non-Pupil Premium peers within school.

Maths: In Maths, Pupil Premium pupils demonstrated strong problem-solving skills and a deeper understanding of mathematical concepts, with results outperforming non-Pupil Premium peers within school.

Writing: The performance of Pupil Premium pupils in Writing has been in line with their non-Pupil Premium peers within school, reflecting significant progress over the last three years. While this area has seen improvements, the school continues to focus on enhancing writing skills through targeted writing interventions, peer support, and improving grammar and spelling outcomes.

Closing the Gap: The strategies employed, such as one-to-one tutoring, enrichment activities, and a focus on specific areas of development, have all contributed to the achievement of Pupil Premium pupils within school. This has resulted in a narrowing of the achievement gap between these pupils and their non-Pupil Premium peers in all core subjects within school.

The use of funding to support children’s mental health and wellbeing needs meant that:

There was a reduction in behaviour incidents: The holistic pastoral support provided through these interventions led to a significant reduction in behaviour incidents as recorded on CPOMS, including disruptive behaviours, anxiety-related outbursts, and physical altercations. Teachers reported a calmer, more focused classroom environment where pupils with SEMH needs were able to self-regulate more effectively.

Increased access to learning: By addressing the root causes of behavioural issues and emotional difficulties, these interventions allowed pupils to engage more fully with their learning. Pupils who previously struggled to remain in the classroom for extended periods due to SEMH-related difficulties are now able to access lessons more consistently and participate meaningfully.

Improved emotional wellbeing: The school’s well planned and targeted support has contributed to improved emotional wellbeing, as evidenced by feedback from both pupils and parents and reflected in SDQ scores and Boxall Profiles, tracked over time. Pupils have developed better coping strategies, improved their self-esteem, and shown greater emotional resilience, all of which have contributed to a positive impact on their learning.

Conclusion:

The Pupil Premium funding has had a significant positive impact on the academic achievements of disadvantaged pupils across the school. In EYFS, pupils with Pupil Premium funding have consistently outperformed their peers, while in KS2, Pupil Premium pupils have exceeded expectations in Reading and Maths and performed in line with non-Pupil Premium pupils in Writing. Continued investment in targeted interventions, high-quality teaching, and engagement with families will ensure that the progress made is sustained and that the achievement gap continues to close.

The school will continue to monitor the progress of these pupils closely and adapt strategies to ensure that all pupils, regardless of background, can achieve their full potential.

The pastoral support funded by Pupil Premium has had a profound and positive impact on pupils’ behaviour and their ability to access learning. Through the use of Educational Psychology, Speech and Language Therapy, play therapy, and outreach services, pupils with high levels of SEMH needs have received the necessary support to reduce behaviour incidents and engage more fully in their education. These interventions have ensured that pupils’ emotional and social needs are met, allowing them to thrive academically and socially.

The continued success of these interventions demonstrates the importance of a holistic approach to addressing the needs of disadvantaged pupils. Moving forward, the school will maintain its focus on providing targeted pastoral support to ensure that all pupils, regardless of background or challenges, can reach their full potential.

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
Specialist teachers for PPA and music provision	Bang Drum Kingsway Sports (DDSM)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

We have been a relational and trauma informed school for the last six years. This means we create an environment for effective learning and teaching, as there is a shared understanding of well-being, underpinned by children's rights and we focus on positive relationships across the whole school community.

In 2022/23 we developed a new curriculum for all foundation subjects. This will meet the needs of all our children and in turn, enable all Pupil Premium children to better access their learning.

The school's most recent Ofsted inspection (December 2024) highlighted the impact of our work to-date including the positive progress made by all pupils, including those in receipt of Pupil Premium funded support.