

Pupil premium strategy statement – Chiseldon Primary & Nursery School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	142
Proportion (%) of pupil premium eligible pupils	23%
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	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	S. Allen
Pupil premium lead	S. Allen
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48 830
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£48 830

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all disadvantaged pupils at Chiseldon Primary & Nursery School (PP pupils — currently 29 pupils; 29% of the school roll) receive consistently excellent first-quality teaching, well-targeted academic support and the wider pastoral and attendance strategies they need to remove barriers to learning so they:

- achieve in line with their peers (progress and attainment in reading, writing and mathematics is substantially improved),
- attend school regularly and punctually so they benefit from a full curriculum entitlement, and
- develop the language, oracy and learning behaviours to access a broad, ambitious curriculum and thrive socially and emotionally.

How this strategy works towards those objectives

- We follow the DfE “Menu of Approaches” three-tier model (Tier 1: High-quality teaching; Tier 2: Targeted academic support; Tier 3: Wider strategies). Every Pupil Premium pound will be allocated so that the predominant spend is on evidence-based classroom and small-group practice, supplemented by targeted interventions for pupils who need them and by wider strategies to secure attendance and wellbeing.
- We use high-quality, research-informed approaches (especially Education Endowment Foundation (EEF) guidance and the DfE Reading Framework) and maintain fidelity to proven programmes where appropriate (for example a systematic synthetic phonics programme and decodable texts). See Evidence section below.
- We adopt a graduated, data-driven approach: assess — plan — do — review. Individual PP pupils are tracked closely (attendance, attainment, engagement, SEND profile and barriers). Interventions are time-bound, measured for impact and adjusted.
- We prioritise early reading, oracy and number foundations (these are the core curriculum building blocks in our Inspection priorities) and the specific needs identified through our school data (see Challenges).

Key principles

- Put high-quality first-teaching first: sustained investment in staff CPD, curriculum planning and resourcing so class teaching is the primary driver of improvement (Tier 1).
- Targeted precision: where pupils don't keep up, provide structured small-group or one-to-one support closely aligned to classroom teaching (Tier 2).
- Address non-academic barriers that prevent learning (attendance, wellbeing, family engagement) with responsive, school-led strategies and external partnership where needed (Tier 3).
- Use evidence: interventions and approaches must be clearly linked to evidence of effectiveness (EEF / DfE guidance) and be monitored for impact.

- SEND-sensitive: ensure approaches are adapted where pupils have identified SEND and liaise with SENCO and external services; wherever possible, use evidence for the relevant need.
- Transparency and review: publish the Pupil Premium strategy, monitor progress termly and report to governors and the school community.

Evidence base (key references)

- EEF – Phonics (impact and guidance): [Phonics | EEF](<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>) — systematic synthetic phonics is a high-impact, low-cost approach for early reading.

- DfE – The Reading Framework (detailed guidance for Reception → Year 6 reading): [The reading framework \(DfE\)](#).
- EEF – Attendance: Rapid Evidence Assessment and evidence brief (parental engagement and targeted/responsive approaches show promise): [Attendance interventions: Rapid Evidence Assessment \(EEF\)](#) and [Evidence brief on improving attendance \(EEF\)](#).
- EEF – Oral language / early reading guidance (importance of shared reading, vocabulary and talk): [The importance of reading in early years education \(EEF\)](#).
- EEF – Teaching & Learning Toolkit pages that underpin Tier 2 options: one-to-one tuition, small-group tuition, teaching assistant interventions, oral language interventions:
 - [One-to-one tuition | EEF](#)
 - [Small-group tuition | EEF](#)
 - [Teaching assistant interventions | EEF](#)
 - [Oral language interventions | EEF](#)

Challenges

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

Challenge number	Detail of challenge
1	Attendance gap: disadvantaged pupils attend at 92.73% compared with non-disadvantaged 96.88% (current whole-school data). Some families do not prioritise regular attendance (authorised/unauthorised absences for holidays, birthdays, ad-hoc time out). This level of absence reduces curriculum exposure and slows progress.
2	High SEND prevalence among PP: 23 of our PP cohort are currently identified with SEND; 1 has an EHCP. Diverse needs require both universal and highly individualised approaches and careful deployment of staff and resources.
3	Reading and Oracy: current pupil-premium attainment snapshot (29 PP pupils): 17/29 working below the standard in Reading; 8/29 at expected;

	4/29 greater depth. Early reading fluency and in-school reading practice (opportunity to practise decodable texts) need strengthening. OFSTED also identified limited opportunity to practise phonically-regular books in KS1.
4	Early mathematics foundations: 14/29 PP pupils working below standard in mathematics (12/29 expected; 3/29 greater depth). Priority to secure EYFS/KS1 number sense and fluency to support later maths learning.

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
A. Reduce attendance gap so disadvantaged pupils routinely access the full curriculum	Disadvantaged (PP) whole-school attendance increases from 92.73% to ≥95.0% within 12 months and to ≥96.0% within 24 months. - Persistent absence rate (≥10% sessions missed) for PP decreases by 40% year-on-year. - Fewer unauthorised family-holiday/optional-leave instances recorded for PP (schools' persistent absence monitoring). (Monitored half-termly by SLT and Governors.) Evidence references: EEF Attendance REA; EEF attendance evidence brief.
B. Improve early reading outcomes and oracy, so PP pupils make rapid progress from starting points	By end of next academic year, proportion of PP pupils meeting age-expected standard in reading increases from 8/29 (27.6%) to at least 45% (13/29). - Fluency measures: 80% of Reception & Y1 PP pupils reach expected benchmark for automated decoding/fluency steps set by phonics programme. - Oracy: targeted oracy baseline → +1 scaled step for at least 70% of targeted PP pupils within one academic year (measured with school oracy rubric). Evidence: EEF Phonics; DfE Reading Framework; EEF oral language guidance.
C. Improve writing outcomes for PP pupils, especially where linked to oral language	% PP pupils at expected writing increases from 7/29 to 40% within 12 months and 55% within 24 months (measured termly through writing moderation). - Targeted PP pupils receiving oral-language programmes show measurable improvement in

	transcription (spelling) and sentence composition. Evidence: EEF oral language / phonics guidance.
D. Strengthen early mathematics foundations	Reduce number of PP pupils working below standard in maths from 14/29 to <10/29 within 12 months; increase expected+ to ≥60% within 24 months. - EYFS: % of PP pupils achieving GLD in the early number-related ELGs increases year-on-year. Evidence: EEF small-group tuition / guidance on early maths approaches (see evidence list).
E. Close the gap in attainment between PP and non-PP cohorts, so disadvantaged pupils make accelerated progress	The school's internal progress measures show PP pupils make at least expected progress in reading, writing and maths by the end of each year; disadvantaged progress gap to non-disadvantaged narrows by at least 40% in two years. - Monitoring shows impact is sustained across year groups. Evidence: EEF teaching and small-group tuition guidance.
Ensure SEND PP pupils receive effective, evidence-informed support	Individual provision maps (IEPs/PLPs) show measurable outcomes; at least 60% of targeted SEND PP pupils meet SMART IEP outcomes each term. - EHCP reviews and termly review meetings evidence progress against outcomes. Evidence: EEF guidance on TA deployment & targeted interventions.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £31 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Secure a single, high-fidelity systematic synthetic phonics (SSP) programme across Nursery → Y2 (and for older pupils who need decoding support). Ensure daily, high-quality whole-class phonics lessons; matched decodable texts for in-school practice and home reading. Train all staff to programme fidelity and monitor implementation (lesson visits, coaching).</p>	<p>EEF: Phonics — strong evidence of impact; guidance on systematic implementation and decodable books DfE: Reading Framework: guidance on SSP and decodable texts: The reading framework (DfE).</p>	<p>3</p>
<p>2. Whole-school Reading & Oracy curriculum review and timetable: implement DfE reading framework expectations (daily story times, structured shared reading, planned oracy tasks). Explicitly link oracy to writing.</p>	<p>DfE Reading Framework (reading aloud, talk and vocabulary development) EEF: Early reading / importance of language</p>	<p>3</p>
<p>3. Focused CPD programme (yearly plan + coaching cycles) for teachers and TAs: SSP refresher, subject-specific vocabulary</p>	<p>EEF: implementation and CPD guidance; phonics evidence and implementation notes EEF – School’s Guide to Implementation (practical implementation principles).</p>	<p>3 4 2</p>

development, formative assessment to identify and plug gaps quickly, classroom talk strategies and questioning. Include protected ECT/early career time for phonics coaching.		
4. Curriculum sequencing & assessment: map cumulative knowledge for early maths and reading; use short, frequent checks (daily/weekly retrieval practice) to identify pupils “not yet secure” so they receive rapid small-group support aligned to classroom teaching.	EEF – guidance on assessment for learning and use of short cycle checks to guide small-group tuition (see Small-group tuition): [Small-group tuition EEF)	3 4
5. Improve handwriting and transcription routines (Reception → Y2) to reduce cognitive load on composition and boost writing; daily short handwriting practice; teachers model writing for purpose combining phonics and sentence composition.	DfE Reading Framework (teaching reading and writing links) and EEF evidence on explicit practise and cumulative instruction for early writing/ transcription (see EEF guidance references above).	3
6. Recruit and retain high-quality staff (where necessary: targeted recruitment for phonics specialist / early years) and invest in induction/mentoring to sustain capacity.	EEF evidence emphasises effective teaching as the highest-impact lever and retention of quality staff as a key implementation factor (see EEF guidance and School’s Guide to Implementation). (Phonics EEF)	2 3

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

Budgeted cost: £15 330

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>7. Daily small-group phonics catch-up for identified PP pupils who are behind (sessions of 15–20 minutes, 4–5x/week), delivered by trained teacher/TA using the same SSP curriculum and decodable texts; strict 12-week cycles with pre/post assessment to measure impact.</p>	<p>EEF: Phonics evidence and guidance EEF: Small-group tuition evidence</p>	<p>3 2</p>
<p>8. One-to-one or very small group (1:2) structured reading fluency tuition for older PP pupils who have not mastered decoding (use SSP-aligned resources / structured reading practice). Timetabled and progress-monitored.</p>	<p>EEF: One-to-one tuition evidence Phonics guidance for older pupils in DfE Reading Framework</p>	<p>3</p>
<p>9. Structured oral-language programmes (small group) for PP pupils with spoken language delays — planned sessions with vocabulary, sentence construction, narrative retelling and practice to feed into writing tasks.</p>	<p>EEF: Oral language interventions have positive impacts on literacy and are particularly important for disadvantaged pupils DfE Reading Framework (talk and vocabulary).</p>	<p>3 2</p>
<p>10. Targeted early mathematics small-group interventions (number sense, subitising,</p>	<p>EEF: Small-group tuition guidance & EEF guidance summaries for early years/early maths practice (see EEF guidance pages and toolkit).</p>	<p>4</p>

counting, conceptual variation) in EYFS/KS1 for PP pupils below expectation; use manipulatives + diagnostic checks; 12-week cycles.		
11. Structured, evidence-aligned TA deployment: TAs trained to deliver daily targeted activities under teacher direction (not as a replacement for teacher input) — work focused on pre-teaching, retrieval practice, and reading practice; weekly teacher/TAs planning meeting and termly impact reviews.	EEF: Teaching assistant guidance – best outcomes when TAs are trained, used for targeted interventions and aligned with teacher planning: [Teaching assistant interventions EEF)	2 3 4
12. Structured tutoring (targeted tuition) during term or in-school holiday provision for small cohorts of PP pupils (aligned to classroom curriculum; subsidised/fully funded for PP pupils).	EEF toolkit: small group & one-to-one tuition evidence; DfE policies encourage funded tutoring for disadvantaged pupils as targeted academic support. [Small-group tuition EEF)	3 4

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

Budgeted cost: £10 130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>13. Attendance strategy: establish an attendance lead, weekly monitoring of PP attendance, responsive plans (first day contact, home visits where safe/appropriate, bespoke parental meetings), swift escalation and use of targeted parental engagement (nudge letters, phone calls, meetings). Set attendance targets and present half-termly to Governors.</p>	<p>EEF Rapid Evidence Assessment (attendance): parental engagement and responsive/targeted interventions show promise; evidence brief summarises promising approaches</p>	<p>1</p>
<p>14. Targeted parental engagement programme for families of PP pupils (clear attendance expectations, attendance 'nudge' communications; workshops on reading at home and phonics practice; practical support signposting — holiday childcare, transport, breakfast provision).</p>	<p>EEF: Attendance REA – parental engagement communications and targeted family support show promise for improving attendance. Attendance interventions (EEF). EEF parental engagement research summaries.</p>	<p>1 3</p>
<p>15. Free/healthy breakfast provision and supervised before-school reading club (priority places for PP) to improve punctuality, readiness to learn and give early</p>	<p>EEF Attendance REA shows meal provision (breakfast clubs) can have null/small positive effects on attendance and can support engagement; Magic Breakfast UK trial (EEF) found small positive impacts on KS1 progress: Attendance REA (EEF).</p>	<p>1</p>

practice with decodable texts.		
16. SEMH / behaviour support: targeted SEMH support for PP pupils (counselling, Nurture group style provision, restorative approaches), trained staff and clear pathways to external services; whole-school behaviour expectations to protect teaching time.	EEF: SEL and behaviour interventions have mixed but sometimes positive impacts (whole-class SEL shows small positive effects); attendance REA also notes social/emotional skills teaching can support attendance for some pupils: Attendance REA (EEF) ; EEF Teaching & Learning Toolkit (Behaviour interventions).	1 2
17. Extra-curricular enrichment for PP pupils (music — building on school strengths, sport, German exchanges/pen-friends where feasible), plus supported trips (removing financial barriers) to broaden experience and school belonging.	EEF: Wider strategies (extracurricular activities) have limited/ mixed evidence for attendance specifically but support engagement and cultural capital which drive attainment (EEF evidence summaries and toolkit). [EEF evidence & guidance] (see EEF pages above).	1 3
18. Targeted family support and signposting: SENCO & DSL coordinate with social care, early help agencies and local family support (foodbank, housing advice, mental health) to remove out-of-school barriers to attendance and learning.	EEF Attendance REA: responsive, multi-component family engagement approaches show promise for attendance improvements. Attendance interventions (EEF) .	1 2
19. Transition and Early Years focus: strengthen EYFS communication with parents (nursery to Reception), focused language and number workshops for PP families, and early	DfE Reading Framework; EEF Early years literacy guidance: The importance of reading in early years education (EEF) .	3 4

identification of children at risk of falling behind.		
---	--	--

Total budgeted cost: £56 460

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school is making significant progress towards the objectives outlined in the strategic plan. All pupils from Years 1 to 6 have engaged in swimming sessions, which have positively influenced their physical and mental health. Furthermore, pupils have had the opportunity to learn a musical instrument from Year 1 to Year 6, enriching their life experiences. The provision of wrap-around care has been expanded to all pupils, with targeted efforts benefiting specific families and demonstrating a notable positive impact.

The continuation of Doodle has greatly benefited all pupils, providing them with access both at home and through intervention programmes, such as early morning tasks or inclusion in Individual Education Plans (IEPs). Catch-up recovery funding has facilitated 1:1 support, promoting academic and wellbeing interventions for pupils. While this has addressed some learning gaps, ongoing support is available to help these pupils achieve parity with their peers. In response to our assessments, adjustments have been made to this year's budget allocation, reflecting a refined strategic plan. The school is committed to continuous improvement and remains dedicated to the success and wellbeing of all pupils.

We have now engaged with The PiXL Club for summative assessments and therapies to quickly identify learning gaps and use the therapies to close these gaps more quickly. This has transformed our assessment approach from being reactive to proactive and making sure that pupils, especially pupil premium pupils, get the therapies they need to make sustained progress and close the gaps in learning.

All children, including those eligible for Pupil Premium, have access to our bespoke sensory room, which has positively impacted their wellbeing.

Attendance

1.9.24 – 24.7.2025

Whole School Attendance – 95.01%

All Pupil Premium pupils – 93.46%. 92.77%

Attendance among Pupil Premium pupils has experienced a slight improvement compared to last year moving from 92.77% to 93.46% and increase of 0.69%. But PP pupils are still behind whole school attendance data by 1.55%. However, we still have ample time to improve attendance rates in the upcoming year. We will maintain a strong focus on attendance as a key element of our Pupil Premium Strategy for 2025/2026.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Doodle	Discovery Education
PiXL	The PiXL Club

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Implementation, monitoring and governance

- Lines of responsibility: Headteacher / SLT own the Strategy; the Pupil Premium lead coordinates delivery and termly reporting; the SENCO leads adaptations for SEND PP pupils; Attendance Lead (designated senior leader) implements attendance action plans. Governors receive termly Pupil Premium impact reports (outcomes, spend and next steps).
- Data & review cadence: termly progress meetings for PP cohorts; half-termly attendance reviews; 12-week intervention cycles for targeted tuition with pre/post measurement; annual full strategy review and publication.
- Evaluation: each targeted intervention has clearly defined entry/exit criteria, outcomes and a progress measure (reading: phonics check / accuracy/words per minute; maths: number-sense benchmark; attendance: % and persistent absence rates). Cost and impact data are recorded and used to refine allocation.
- Safeguarding & inclusion: all interventions work within the school's safeguarding policy and child protection procedures. Interventions for SEND pupils are co-produced with families and external professionals and reflected in provision maps/EHCP reviews.

Indicative resource allocation (example / to be finalised by governing body)

- Majority of Pupil Premium spend to support phonics programme resources + decodable book stock; staff CPD and phonics coaching; targeted small-group tuition & subsidised tutoring; attendance officer/attendance lead time; funded breakfast club and trip subsidies; SEND TA hours for targeted delivery. (Exact budget lines and amounts will be published in the school's annual Pupil Premium report.)

Appendix — How the chosen actions link to the evidence (quick summary)

- Systematic Synthetic Phonics (SSP) + decodable texts: EEF shows SSP has notable positive impact on early reading (average +5 months in EEF Toolkit) and DfE Reading Framework sets out detailed implementation guidance and the central importance of matched decodable practice ([Phonics | EEF](<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>); [The reading framework \(DfE\)](#)).

- Small-group / 1:1 tuition aligned to classroom teaching: EEF Toolkit demonstrates positive impact for pupils receiving targeted tuition when it is closely matched to

classroom content ([Small-group tuition | EEF](<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>); [One-to-one tuition | EEF](<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>)).

- Oral language interventions: EEF evidence shows structured oral-language programmes improve comprehension and support reading and writing, particularly for disadvantaged pupils ([Oral language interventions | EEF](<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>); DfE Reading Framework).

- Attendance: EEF Rapid Evidence Assessment (2022) and Evidence Brief — parental engagement (communication + targeted support) and responsive, tailored approaches demonstrate promise; multi-component, timely responses and partnership with families are consistent themes ([Attendance interventions: Rapid Evidence Assessment \(EEF\)](#); [Evidence brief on improving attendance \(EEF\)](#)).
- Teaching assistant deployment: EEF guidance indicates TAs can be effective when trained, carefully directed by teachers and used for targeted interventions rather than replacing teacher instruction ([Teaching assistant interventions | EEF](#)).
- Wider strategies (breakfast, enrichment, SEMH): the evidence base is mixed but these strategies contribute to engagement and removal of barriers; EEF flags meal provision and extracurricular activities as potentially supporting attendance and engagement but recommends careful, context-sensitive implementation and evaluation ([Attendance REA \(EEF\)](#)).