

Chalton Lower School Pupil Premium Strategy Statement 2026-2027

This statement details our school's use of pupil premium (and recovery 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
School name	Chalton Lower School
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	8 (11.59%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028 Current Year 2026-27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Natalie Bill
Pupil premium lead	Amanda Muller
Governor / Trustee lead	Michelle Goode

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14680.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£14680.00

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils:

- ✓ To diminish the attainment gap between disadvantaged pupils and their non-disadvantaged peers.
- ✓ To ensure that disadvantaged pupils have access to the same high-quality educational experiences, opportunities and outcomes as their non-disadvantaged peers.
- ✓ To promote pupils' mental health and emotional wellbeing so that they are fully supported to engage in learning and achieve their potential.
- ✓ To reduce the barriers to learning associated with disadvantage, including those linked to financial hardship, family circumstances and wider social factors.

Our pupil premium strategy plan works towards achieving those objectives by:

- ✓ Ensuring that high-quality teaching is consistently delivered across the curriculum.
- ✓ Providing teaching and learning opportunities that meet the needs of all pupils.
- ✓ Regularly analysing attainment and progress data across all curriculum areas on a half termly basis.
- ✓ Identifying each pupil's strengths alongside any areas requiring further support or development.
- ✓ Monitoring and evaluating the impact of targeted interventions to ensure they are effective.
- ✓ Deploying appropriately skilled staff to deliver personalised interventions and support.
- ✓ Recognising that disadvantage is not limited to pupils who are eligible for pupil premium funding and responding to need accordingly.
- ✓ Providing equitable access to a broad range of enrichment opportunities, including sport, music, leadership roles and wider extracurricular experiences.

Our key principles of our strategy plan:

We are committed to ensuring that high-quality teaching, learning and assessment meets the needs of every pupil through the careful analysis of attainment and progress data. Class teachers will identify targeted support and interventions for individual pupils, which will be reviewed and adapted at least termly to maximise impact. Alongside academic achievement, we recognise the importance of pupils' social, emotional and mental wellbeing and will ensure that those requiring additional support have access to high-quality provision delivered by appropriately trained staff.

Challenges

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

Challenge number	Detail of challenge
1	Mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Underdeveloped language skills and spelling/phonics/vocabulary gaps.
3	Low attendance and poor punctuality.
4	Pupils who require social and emotional support.
5	Greater difficulties with phonics than their peers. This impacts on reading development.

6	Engagement of parents.
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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
To improve the oral language skills of pupil premium children.	The oral language skills of the pupil premium children will have improved. This will be evident in work scrutinies, formative assessments and discussions with pupils. Pupil data shows an increase in the number of children achieving the expected level.
To improve the reading skills of pupil premium children.	All pupil premium children will achieve year group expectations or above by the end of the year in reading.
To continue to develop the mathematics skills of the pupil premium children.	All pupil premium children will achieve end of year expectations or above by the end of the year in mathematics.
To continue to increase the attendance rates of pupil premium children.	Attendance rates of the disadvantaged/pupil premium children will be above 90%.
To continue to provide social and emotional support for pupil premium children.	All pupil premium pupils will have access to social and emotional support and interventions. They will be happy and resilient learners.

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: £5855.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the Twinkl Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	The Toolkit states that "Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading," with an average impact of +5 months' progress.	2 5 6

Training for new staff to ensure that phonics is taught correctly. Communication with parents and parent information sessions about how phonics is taught so it can be supported at home.	Education Endowment Foundation (2025) Teaching and Learning Toolkit: Phonics.	
Continue to embed the Pathways to Write writing programme across the school to support the children with their independent writing, vocabulary and spelling. Purchase all of the books to accompany the programme. Training for teachers to ensure that the programme is delivered effectively.	The International Literacy Association states that writing must become a more integral part of the curriculum and that writing about material that the children have read about enhances their comprehension and retention. International Literacy Association 2020.	2
Continue to review reading books for Reception and KS1 to ensure that they are in line with our phonics scheme and are fully decodable. Deliver reading training for all staff to ensure that all adults reading with the children understand how to help improve vocabulary, word reading and comprehension.	The DfE emphasises that reading is fundamental to education and research underpins how talk, stories and systematic synthetic phonics is vital in the teaching of reading. DfE Reading Framework July 2021. Evidence indicates that success in literacy relies on the secure development of language and that these skills are amongst the best predictors of educational success. Improving Literacy in Key Stage 1 - Education Endowment Foundation	2 5 6
To continue to implement the Enigma Maths Mastery programme across the school to ensure that there is consistency and good practice in Maths. To continue to attend Enigma Maths training	The Education Endowment Foundation (EEF) identifies mastery learning as an effective approach, with an average impact of +5 months' additional progress. The evidence also highlights that mastery learning can support disadvantaged pupils by providing additional time and targeted support for those who need longer to master new knowledge and skills.	1

sessions and to cascade good practice to all staff. To attend HFL Essential Maths training sessions to increase the confidence and knowledge of staff.	Education Endowment Foundation (2025) Teaching and Learning Toolkit: Mastery Learning.	
To purchase new practical maths resources such as bead strings, Numicon, counters and number lines which will be used to support number work. Children will be supported by use of maths working walls in each classroom. Misconceptions in maths will be followed up through targeted GAP work.	Evidence suggests that manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas. Education Endowment Foundation 2022	1

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

Budgeted cost: £5655.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target disadvantaged pupils for additional phonics, reading and maths sessions to support their progress.	Evidence supports that one-to-one work with a Teaching Assistant is beneficial to the progress of pupils. Education Endowment Foundation (2026) Teaching and Learning Toolkit: Teaching Assistant Interventions.	1 2 5
Deliver pre-teaching sessions for new concepts to pupil premium children and children with SEND to build their confidence and help them to remember what they have learnt.	Evidence suggests that pre-teaching has been seen to improve overall academic achievement. Bedrock Learning 2022	1 2 4 5
To purchase and use Widgit Online Software	Widgit Symbols provide a consistent visual language that supports children's	2

to support with the children's communication, language and vocabulary skills.	understanding of spoken and written language, helping them develop vocabulary, comprehension and communication skills. Widgit Software Limited 2026	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3170.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to monitor attendance, behaviour and wellbeing. To work alongside the Education Welfare Officer to secure attendance rates over 95%.	Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated - pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. DFE Working Together to Improve School Attendance July 2026	3 6
To continue to implement, monitor and review the Twinkl scheme of work for PSHE to support the wellbeing and progress of the children in PSHE/PSED.	Social and Emotional Learning interventions in education are shown to improve social and emotional skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with their peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and Emotional Learning/ Education Endowment Foundation	4
To fund the cost of supporting all disadvantaged pupils to attend school trips and residential trips.	Outdoor adventure learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning intervention can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Outdoor Adventure Learning Toolkit - Education Endowment Foundation	4 6
To purchase musical provision from Inspiring	There is intrinsic value in teaching pupils creative and performance skills and	2 4 6

Music and Charanga to support the delivery of music lessons. Also, to provide the children in KS2 with the opportunity to sing in a choir from across the county.	ensuring disadvantaged pupils access to a rich and stimulating arts education. Arts Participation Toolkit - Education Endowment Foundation	
Use of 'Precision Teaching' to provide short directed approaches for children to learn phonics, spellings and maths. This will be delivered by trained teachers and TAs regularly.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. Teaching Assistants Interventions - Education Endowment Foundation	1 2 5

Total budgeted cost: £14680.00

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 2025 to 2026 academic year.

Our assessments during 2025/2026 suggested that the academic performance of disadvantaged pupils was slightly lower compared to non-disadvantaged pupils despite the school using a range of strategies to support and extend learning.

There were eight children who qualified for pupil premium in 2025/2026. Four of our pupil premium children have Special Educational Needs which impacts on their attainment. Four (50%) of the pupil premium children achieved the expected level in all areas of their learning. Five (62.5%) of our pupil premium children achieved the expected level in English and five (62.5%) of our pupil premium children achieved the expected level in Maths. All of our pupil premium children received intensive additional support through the school employing an additional TA to lead intervention groups.

In 2025-2026 in order to support the children's mental health and wellbeing, we have used pupil premium funding to provide wellbeing support for all pupil premium children and targeted interventions including Lego Therapy and nurture group where required. Through additional assemblies, small group work and PSHE work, we have been able to remind the children of the school rules and expectations and have helped to provide them with the social skills to get along with their peers, manage their emotions and develop a growth mindset. This year a member of staff has completed further intensive training on mental health, bereavement and wellbeing to ensure that she has the skills required to lead wellbeing, nurture group and Lego Therapy sessions with small groups of pupils.

As a result of the mental health and wellbeing support provided, pupil interviews and intervention records have demonstrated that the children are more confident at dealing with anxiety, worries and concerns. Behaviour of all of the children is good and this was evidenced during our Ofsted

visit in May 2023 and school improvement visits. Our parent survey in February 2026 suggests that 100% of our pupils are happy at the school.

This year we used pupil premium funding to fund the cost of supporting all of our disadvantaged pupils to attend school trips and residential trips. This provided the opportunity to support and enhance the wellbeing and resilience of these children. Improvements in resilience were evidenced both during the visits and in the changes that have been observed subsequently in the classroom.

Our overall attendance for last academic year (2025-2026) was 94.9% which is in line with the previous year and the national average. For pupil premium children attendance was 91.3%. This is below the national average but we will continue to work with parents/families and the Attendance Officer to improve school attendance further this year.

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
Letter-Join Handwriting Scheme	Green and Tempest Ltd
Twinkl PSHE Scheme	Twinkl Ltd
Twinkl Phonics Scheme	Twinkl Ltd
Charanga Music Scheme	Charanga Ltd
Classroom Secrets Maths Scheme	Classroom Secrets UK
Pathways to Write	The Literacy Company Ltd
Enigma Maths	Enigma Maths Hub/Alliance Schools Trust
Essential Maths	HFL Education
Widgit	Widgit Software Limited