Chislet Primary School Pupil Premium Strategy Statement 2025-26

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	Chislet Primary School
Number of pupils in school	103 (Nov 2025)
Proportion (%) of pupil premium eligible pupils	33% Pupil Premium Oct 25 = 33 children (includes any FSM6, PLAC, LAC, Service)
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	Dec 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Tim Whitehouse
Pupil premium lead	Tim Whitehouse
Governor / Trustee lead	Peter Gregory

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38600
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	£ 38600

Part A: Pupil premium strategy plan

Statement of intent : A journey of learning for all, within God's guiding hands.

***Objectives for our disadvantaged children**:*

To ensure that any external factors such as a family's financial circumstances are not a barrier to a child's success – this is a journey of learning for all, within God's guiding hands.

To ensure that each child's different learning needs are met successfully through quality first teaching, appropriate staffing provision and placement and through targeted interventions

To foster a life-long love of reading

To ensure that all children gain the fundamental literacy skills – phonics, inference, vocabulary, confident speech and language – which are the building blocks for future success

To ensure that children are supported to be ready for learning – through social and emotional support, family support, attendance support

To ensure that the educational and wider school experience of disadvantaged children is as rich as that of their peers

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are looked after or previously looked after or are 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.

How we work to achieve those objectives:

Through high quality teaching across all areas of the curriculum

Through targeted and focused learning and intervention for literacy, phonics and speech and language across the school

Through a conscious focus on oracy within the classroom across the curriculum

Through an embedded understanding of a mastery approach to the teaching and learning of maths throughout the school

Through targeted and focused maths interventions across the school

Through targeted and focused phonic interventions across the school

Staffing structures and grouping of children to support quality first teaching and appropriate interventions

By providing high quality training for our teachers and teaching assistants

By providing funds for the wider work of the school – to encourage attendance, work with external agencies for support or intervention and enable extra-curricular activities

By promoting children's independence and resilience through access to our forest and beach school curriculum

Key Principles of our strategy plan:

- *Inclusivity – quality first teaching*
- *Appropriate resourcing, staffing and staff training*
- *Academic success through targeted teaching and learning*
- *Social, emotional and well-being support*
- *Wider support for families in need*

Challenges

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

Challenge number	Detail of challenge
1	Limited language acquisition – poor sentence structure and limited vocabulary for a significant amount of PP children. (This limits reading comprehension, writing standards and understanding of complex problems or concepts in curriculum areas such as maths and science). For example, data shows that our disadvantaged children performed less well than all children in the phonics screening.
2	Limited access to a range of experiences, including social, educational and out of school activities which impacts on their attitude and motivation to learning.

3	Lack of social skills and play skills as a result of lockdowns / school closures / poor housing
4	Variable engagement and access to remote learning through periods of school closure resulting in gaps in knowledge
5	Lack of resilience
6	Lack of parental engagement which effects progress and attainment for some eligible pupils.
7	Ongoing emotional and well-being effect of Lockdown and Pandemic on vulnerable children and families.
8	Financial constraints – inability to access enrichment or extra-curricular activities because of cost of living crisis
9	Our attendance data shows that attendance for disadvantaged children is below that of their peers and that this group has a higher persistent absence level.

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
Difference between disadvantaged and non-disadvantaged children's outcomes and progress will be negligible	In house data will demonstrate good progress for disadvantaged children. KS2 outcomes will demonstrate negligible achievement gap PP children will perform well in comparison to all pupils nationally Pupil voice and book looks will demonstrate pride, confidence and engagement with learning
There is an improved level of oracy demonstrated by disadvantaged pupils	Children have increased confidence when talking to peers and adults, use grammatically correct and more technically accurate vocabulary and are able to demonstrate this in written work
Disadvantaged children access all aspects of school day and benefit from the broad and rich wider curriculum that Chislet offers	Clubs and activities are promoted and signposted for disadvantaged children – all PP children offered at least one free after school club each term PP children's involvement in clubs and competitions encouraged

Higher achieving disadvantaged children make sustained progress to achieve 'GDS' by the end of KS2	Children identified as high achieving through the school leave at the end of Year 6 having maintained this higher standard of attainment
Children receive appropriate well-being and social and emotional support so that they feel happy, can care for themselves and for others and can approach their learning with confidence and resilience.	Vulnerable children are given the emotional support and the tools they need for emotional resilience, allowing them to successfully access the social and academic elements of school Pupil voice demonstrates development in wellbeing and resilience. Behaviour records demonstrate improvements in social skills / learning skills and that tools are used effectively
Disadvantaged and vulnerable families are a focus for attendance	PP children's attendance is in line with whole school attendance, giving disadvantaged children the same opportunity as others to learn and enjoy school. New attendance policy and procedures are implemented effectively to improve levels of attendance particularly for those vulnerable groups

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: PP Fund Contribution £25 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception cohort of 15 children staffed in the same way as if they were a full class of 30 – giving all children a very increased staff pupil ratio in the first year of formal schooling	**EEF Teacher Toolkit**: Reducing class size: "allows teachers to develop new skills and approaches" "increasing the amount of high quality feedback or 1:1 attention learners receive" **Supporting the Attainment of Disadvantaged Pupils – DFE** Successful strategies: Additional Teachers Deploying Staff effectively Reducing class size	1 3 4 5 6 7
PPA time is structured across both Federation schools so that all teachers have the opportunity to work and plan alongside a fellow professional. Staff meetings are planned across the Federation so that key curricular areas are developed and supported.	**EEF Teacher Toolkit**: 'research tells us that high quality teaching can narrow the disadvantage gap' 'To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, those who design and select PD should focus on mechanisms. Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice.'	1 4 5 7
Phonics Groups led by teachers and TAs - staff, training and resourcing is of high quality– all children screened to identify gaps in phonic knowledge and then grouped according to ability and next step needs	**EEF Teacher Toolkit** Structured Phonics: "Phonics is particularly beneficial for younger learners" Reading Comprehension Strategies: "carefully tailored to pupils' reading	1 2 3 4 5

	capabilities and involve activities and texts that provide effective but not overwhelming challenge” Small group tuition: “greater feedback from teacher” “more sustained progress” “work closely matched to learner need” **Supporting the Attainment of Disadvantaged Pupils – DFE** Successful strategies: Deploying Staff effectively Reducing class size	
Embedding dialogic/talk activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: EEF Teaching and Learning Toolkit	1 3 4
Accelerated Reader programme, training and resourcing	**EEF Teacher Toolkit:** Successful approaches: “targeted reading aloud and book discussion with young children” “explicitly extending pupils’ spoken vocabulary” “carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not overwhelming challenge”	1 2 3 4 5
Take part in the ‘Mastering Number in Reception and KS1’ programme for children in Years R, 1 and 2.	EEF Toolkit +5 months ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’	1 2 4
Books to provide high quality class texts – higher interest books to support emerging readers to higher attainers.	EEF Toolkit +5 months Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 2.	1 2 4 8
Restock the Barrington Stokes dyslexia friendly reading books	EEF Toolkit +5 months It is important to identify the appropriate level of text difficulty, to	1 4

to support the reading of dyslexic children	provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.	5
Improve teachers' and TAs' mathematical pedagogy and understanding of mastery in mathematics through teacher and TA CPD and coaching by mathematics mastery specialist teacher by continuing to be part of Kent and Medway Maths Hub Teacher Research Group (TRG)	EEF Toolkit +5 months EEF Maths Evidence Review 'The evidence also indicates that, in mathematics, teacher knowledge is a key factor in the quality of teaching. Teacher knowledge, more particularly pedagogic content knowledge, is crucial in realising the potential of mathematics curriculum resources and interventions to raise attainment.'	1 4 5
To provide additional time above PPA for data tracking and analysis including assistant head and coordinator release time to drive progress.	**EEF Toolkit** 'To explore the real nuance of any lost learning, or specific issues for individual pupils, schools will put effective assessments to work'	4
Improve the quality of social and emotional learning to improve children's personal development and wellbeing Such approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): Improving Social and Emotional Learning in Primary Schools | EEF	3 5 7 9

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

Budgeted cost: Pupil Premium Fund Contribution £4600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific intervention strategies to overcome barriers to learning	Small group tuition: "more sustained progress"	1 2

– auditory/visual memory, speech and language, Engaging eyes, fizzy/clever hands, etc	"work closely matched to learner need"	4 5
Maths catch up groups – Specialist Knowledge for Teaching Mathematics 5 day course for identified TA - targeted maths catch up sessions led by the TA	EEF Toolkit Small group tuition: "greater feedback from teacher" "more sustained progress" "work closely matched to learner need"	1 4 5

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

Budgeted cost: PP Fund Contribution *£9 000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
All vulnerable children to be offered an after-school club for no charge - After-school club manager to ensure a range of activities are available with careful tracking of the attendance of PP children.	**EEF Toolkit:** 'Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.'	1 2 3 6 7 8
Places provided in breakfast club to ensure that our vulnerable pupils have a good start to the day and improve attendance and punctuality. Targeted children offered free places to improve punctuality and attendance and therefore attainment	**DfE National Breakfast Club Programme:** 'It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour'	1 2 3 6 7 8
Provide support for specific families undergoing periods of significant financial hardship –	**EEF Toolkit:**	1 2 3

eg clothing, uniforms, transport costs etc.	School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation	6 7 8
The development of the school's outdoor learning forest school to improve resilience and self-esteem, including Class 4 Canoe Wild event	**EEF Toolkit:** Physical activity has important benefits in terms of health, wellbeing and physical development.	1 2 3 5 7
A specific Parent Support Advisor to provide support for vulnerable children with a range of needs. To run groups for children on the autistic spectrum To provide support for bereavement etc. To provide 1:1 and small group activities for social interventions. To provide social stories when needed. To work closely with outside agencies as needed.	**EEF Toolkit:** 'Social and Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'	1 2 3 5 6 7
Additional lunchtime sports coach time and equipment. To work with pupils to increase confidence and self-esteem.	**EEF Toolkit:** Physical activity has important benefits in terms of health, wellbeing and physical development.	3 5 7

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2024-25 academic year using published performance data.

Numbers of Pupil Premium children at Chislet are very small – it is difficult to extrapolate trends from very low and sporadic numbers.

As of November 2025 the PP numbers in each year group were as follows: Rec 3, Y1 4, Y2 4, Y3 6, Y4 4, Y5 6 and Y6 6. This is an increasing number of children across the school.

In 2023 there were no pupil premium children in Year 6 so there is no end of KS2 data to share.

In 2024 there were also no pupil premium children in Year 6.

In Year 1 Phonics screening there were 3 Pupil Premium children – 2 of these passed and the third achieved a mark of 31 (with the pass mark being 32). With the Yr 2 retakes there were 4 pupil premium children, 2 of which passed and 2 didn't.

MTC – 6 pupil premium children took the check – 2 out of 6 were above 20 marks, one scored 19, one 16, one 10 and one working below (two of these have significant special needs).

For 2024-25 attendance for all pupils was 93.69%, attendance for pupil premium children was just slightly lower at 91.36%.