

# Great Chesterford C. of E. Primary Academy

## Pupil Premium Strategy Statement

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	175
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2023/24 to 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Mitchell Executive Headteacher
Pupil premium lead	Amy Sargeant Headteacher
Governor / Trustee lead	Ros Woodcock

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£18,180

# Part A: Pupil premium strategy plan

## Statement of intent

At Great Chesterford C. of E. Primary Academy, we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and well-being of all our children matter.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. In our school, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We are committed to ensuring that Pupil Premium funding is used to:

- Narrow or close the achievement gap of disadvantaged pupils with their peers.
- Raise pupil attainment through the provision of a variety of educational support programmes.
- Address underlying inequalities between disadvantaged pupils and their peers with regard to pupil well-being, as well as academic development.

Our strategy is also integral to wider school development plans. Notably to support the social and emotional well-being of pupils through therapist work and mentoring, including support for disadvantaged pupils. High-quality inclusive teaching is at the heart of our approach which research states will have a positive impact on all pupils and will also support our desire to close any achievement gap between disadvantaged and non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils
2	Social and Emotional Needs of pupils
3	Specific Special Educational Needs of disadvantaged pupils
4	Limited additional enrichment opportunities for disadvantaged pupils compared to peers

## 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 achieve and sustain improved attendance for all pupils, especially disadvantaged pupils.	Attendance of disadvantaged pupils to be within 5-10% of peers.
To reduce barriers to learning and support SEMH needs to meet the well-being needs of all pupils but especially disadvantaged pupils.	Social, emotional and mental health needs do not affect learning. Incidents of dysregulation are reduced in time and frequency.
To support Special Educational Needs across the curriculum with a particular focus on writing, language acquisition and basic mathematical fluency.	All children are clear on what they need to do to improve. Support staff deliver high-quality, targeted interventions. Staff can identify and implement the most effective intervention. All interventions have a positive impact on children's learning. Disadvantaged pupils make at least expected progress in writing. All children can use the Writing Checklist.
To continue to provide opportunities to raise attainment and aspirations through exposure to rich life-experiences.	All pupils' aspirations are raised but particularly disadvantaged pupils. Pupils' vocabulary and cultural capital are developed.

## 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: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
TPP Training for staff to support SEMH needs.	Alongside academic outcomes, social interventions have a valuable impact on attitudes to learning and social relationships in school. <a href="#">Social and emotional learning   EEF</a>	2

Training new staff to ensure phonics is taught effectively and consistently.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension). Particularly for disadvantaged pupils: <a href="#">Phonics   EEF</a>	3
Review strategies for giving feedback to all pupils to ensure they are clear of their next steps in all subjects.	Providing effective feedback is well evidenced as having a high impact on learning outcomes. <a href="#">Feedback   EEF</a>	3
CPD for staff on specific interventions and approaches for specific SEND as appropriate.	Latest best practice on different needs understood by relevant staff to ensure individual needs are met.	3

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

Budgeted cost: £8,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff to carry out targeted social skills interventions.	Alongside academic outcomes, social interventions have a valuable impact on attitudes to learning and social relationships in school. <a href="#">Social and emotional learning   EEF</a>	2
Additional LSA interventions to support closing the educational gap between disadvantaged pupils and their peers.	Evidence shows deployment of LSAs/TAs can improve outcomes if used for targeted individual or small group support. <a href="#">Teaching Assistant Interventions   EEF</a>	3

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

Budgeted cost: £8,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a therapist to support pupils' social and emotional well-being.	Targeted approaches to social and emotional learning can support the academic outcomes as well as valuable impact on attitudes and social relationships in school.	1, 2

	<a href="#">Social and Emotional Learning   EEF</a>	
Learning Mentor sessions carried out by TAs for identified pupils.	Research shows that mentoring can positively impact students for non-academic outcomes such as attitude, and self-esteem. <a href="#">Mentoring   EEF</a>	1, 2
Promote parental engagement by hosting workshops and events and signpost specific family help when needed.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some causes of educational disadvantage such as attendance. <a href="#">Parental Engagement   EEF</a>	1, 3, 4
Fund Breakfast Club as appropriate to support punctuality.	Additional wrap around care can facilitate a smooth start to the school day and improve punctuality.	1
Provide enrichment opportunities for all pupils to increase aspirations, engagement, and enjoyment. This may be, but not limited to, supporting covering the costs of music lessons, extra-curricular clubs and trips.	Arts participation and experiences rich in language can increase confidence and engagement of all pupils and narrow the disadvantage gap. <a href="#">Arts Participation   EEF</a>	1, 4

**Total budgeted cost: £18,180**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium strategy had on pupils in the academic year 2024 to 2025.

We have analysed the performance of our school's disadvantaged pupils using statutory data, national data, our own internal assessments and attendance information.

To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged pupils nationally and to results achieved by our non-disadvantaged pupils.

Our data shows a significant overlap (58%) between the disadvantaged and those children with identified SEND needs and the number of disadvantaged pupils in some year groups is very small. The high overlap of SEND needs does impact outcomes, but our disadvantaged are on track from their starting points.

The average attendance among disadvantaged pupils was 91.29% (a significant improvement from 82.66% in 2023/24) compared to 96.39% (a slight increase from 95.22%) average of non-disadvantaged. Whilst the gap in attendance has significantly reduced, raising the attendance of our disadvantaged pupils remains a key priority to maintain this improvement in attendance and continue to make further progress. Outcomes are impacted where attendance is poor, and we continue to work with parents and external agencies on this for a very small number of pupils.

The implementation of the new phonics scheme in 2022/23 has taken a proportion of the budget in terms of staff training costs as well as the physical resources and human resources as the scheme has been continued to be embedded. The results have been positive as 90% of Year 1 achieved the phonics check outcome in July 2024 and 76% in July 2025 with both cohorts exceeding targets.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including behaviour and well-being. This data demonstrates that there was a significant number of SEMH needs in 2024-2025 for disadvantaged pupils. Support from our school therapist, learning mentors, Educational Health Care Practitioner from Mind and social care has been sought and implemented. Further training of the TPP approach for new staff in 2025-26 will be one way of supporting pupils with SEMH needs as well as ensuring a consistent approach across the school.

All disadvantaged pupils attended available school day trips. Where classes had the opportunity to access swimming lessons or sporting events with their class, all disadvantaged pupils accessed these. Where additional extra-curricular activities were available such as music lessons or clubs, 58% of our disadvantaged pupils accessed at least one of these opportunities. Supporting these enrichment opportunities will remain a priority for the academic year 2025-2026 due to the cost-of-living increases many families are facing.