

Pupil Premium Strategy Statement

Chapel Street Community Primary School: December 2025

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
Name of school	Chapel Street Community Primary School
Number of pupils	647
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 – 2026 (23-24, 24-25, 25-26)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Karen Pilling (Deputy Headteacher)
Governor / Trustee lead	Chris Amyas Ilyas (Link Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£564,380
Pupil premium funding carried forward from previous years (enter £0 if n/a)	£0
Total budget for this academic year	£564,380

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 pupil's 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 EYFS, Key Stage 1 and Key Stage 2 and this is more prevalent among our disadvantaged pupils than their peers.
2	Internal and external assessments (IDSR and IDS) indicate that attainment in Phonics for Pupil Premium children can vary compared to comparator groups in school, locally and nationally. Internal assessments indicate that we have a high number of pupils in KS2 who are not yet secure in Phase 5 phonics.
3	Internal and external assessments (IDSR and IDS) show that whilst attainment for disadvantaged children at the end of KS2 in reading, writing and maths is often either higher than or on par with their non-disadvantaged peers the percentage achieving the combined expected standard can be lower. Attainment for each subject also remains significantly lower compared to non-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 higher than for non-pupil premium children in school and nationally. Although this is an improving picture over time, 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 2026)**, 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 non-pupil premium children nationally reaching ARE or above.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and support targeted families to decrease the percentage of all pupils who are persistently absent to below national levels.	Sustained, improving attendance from 2025/26 demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. Persistent absence reduces to below national levels.
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 KS2 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 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 3 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
Continue with the 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 after school clubs across KS2 twice a week led by TAs.	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: £717,839

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.	EEF: Maximising the impact of teaching assistants in the classroom Third Space Learning: Quality first teaching checklist: The 10 most effective strategies for primary schools	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.	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2 and 3
Continue with daily reading and phonic interventions across the whole school led by TA2s.	Education Endowment Fund study into best use of teaching assistants	1,2 and 3
Fund 4 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, with a particular focus on ensuring that children in EYFS have a strong foundation for learning (EYFS, INA / EAL, SEND, SALT and SEMH.)	Extensive research as part of NASENCO award dissertation on best use of TAs at Chapel Street CPD from National College on best use of TAs The Deployment of Teaching Assistants in Schools – GOV.UK Educational Psychology, Speech Therapy, Play Therapy and PRU advice on the best way to support individual children	1 to 5
Continue with an adapted curriculum class for children with a high level of cognition needs in KS2 (Rainforest).	SEND LA review	1 to 5
Continue with adapted curriculum class for children with a high level of social and communication needs in Key Stage 1 and Early Years Foundation Stage (Woodland).	SEMH outreach support Effective classroom practice for reading fluency - HfL and EEF - BESA	1 to 5

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

Budgeted cost: £272,249

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	1 to 5
Fund two Quiet Clubs at lunchtimes for a small group of children with social and communication difficulties.	Curiosity Project support throughout implementation of approach, including whole school CPD	4 and 5
Fund an SEMH lunch time provision for pupils with a high level of need.	National College webinars on the best ways to support children with SEMH needs	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.	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 external professionals including Educational Psychologist, SALT, PRU Outreach, Occupational Therapist) to offer assessments and advice for children with SEND.	New Ofsted document 'How to foster positive environments' which recommends 'good relationships' should be at the heart of all practise	1 to 5
Fund a full time Attendance Officer and SOL Attendance Tracker.	Attachment aware schools – Why a relational approach really makes a difference (teachwire.net)	5
Embed principles of good practice set out in the Department of Education's Improving School Attendance advice.	How effective are nurture groups? Tes	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.	Guidance overview: Inclusion development programme: supporting pupils on the autism spectrum - GOV.UK (www.gov.uk)	1 to 5
Fund extensive building and external site improvements throughout school, including creation of a new bespoke intervention spaces, new dedicated SALT intervention space refurbishment of identified toilets, redevelopment of EYFS playground and completion of wall wraps throughout school linked to the curriculum.	EP, Occupational Therapists 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

Total budgeted cost: £1,010,088

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 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): (taken from data analysis of Internal and Validated External Sources: December IDSR and Manchester's IDS)

In the Early Years Foundation Stage (EYFS), pupils eligible for Pupil Premium funding consistently underperform compared to their non-Pupil Premium peers across both prime and specific learning goals. This downward trend has continued since the previous academic year. A significant contributing factor is the high level of pupil transience, which requires targeted strategies and interventions for children joining Reception throughout the year—many of whom have little or no English and no prior schooling.

Although 50% of pupils achieved a Good Level of Development (GLD), children generally make strong progress from very low starting points across all seven areas of learning, including those with SEND, disadvantaged, and vulnerable groups.

Key outcomes include:

Progress in Early Learning Goals (ELGs)

Pupil Premium pupils have made good progress in key areas such as Communication and Language, Personal, Social and Emotional Development, and Literacy.

Overall Achievement: Despite progress, Pupil Premium pupils achieve less well than their non-Pupil Premium peers, leaving them less school-ready and without the same strong foundations for future learning.

Comparative Performance

Pupil Premium pupils in EYFS are underperforming compared to both local and national averages for Pupil Premium and non-Pupil Premium cohorts.

Next Steps and Additional Support

To address these gaps, we will implement focused interventions, including:

- Small-group reading sessions;
- One-to-one language development support (e.g., WELLCOM);
- Phonics catch-up sessions;
- Enhanced parental engagement strategies.

These measures will particularly target children who join mid-year with no prior educational experience.

Key Stage 2 (KS2): (taken from validated data from December IDSR and Manchester's IDS)

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

Key outcomes include:

Combined (Reading, Writing and Maths)

The three-year trend shows that combined attainment for our disadvantaged pupils is currently above disadvantaged pupils nationally. Our results have improved by over 15%, whereas national figures have only improved by 1%. However, although the trend is narrowing, our disadvantaged pupils are still well below non-disadvantaged pupils nationally.

Reading: Pupil Premium pupils performed broadly in line with their non-Pupil Premium peers within the school and with Pupil Premium pupils nationally. Notably, disadvantaged pupils in school outperformed non-Pupil Premium pupils within the school at the higher standard, which demonstrates their strong progress in reading.

However, the proportion of Pupil Premium pupils achieving the expected standard remains significantly below that of non-disadvantaged pupils nationally, with the gap widening slightly this year. Therefore, improving outcomes at the expected standard will continue to be a key focus for our Pupil Premium funding.

Maths: Pupil Premium pupils demonstrated strong problem-solving skills and a deeper understanding of mathematical concepts. In Key Stage 2, disadvantaged pupils performed slightly below their non-Pupil Premium peers within the school but slightly above Pupil Premium pupils nationally. Importantly, three-year averages indicate that our disadvantaged cohort has consistently achieved above the national average.

However, the proportion of Pupil Premium pupils achieving the expected standard remains well below that of non-disadvantaged pupils nationally, with the gap widening slightly this year. Closing this gap will continue to be a key priority within our Pupil Premium strategy.

Writing

Pupil Premium pupils performed slightly above their non-Pupil Premium peers within the school, reflecting significant progress over the past three years, with an 11% increase in attainment. They are now outperforming Pupil Premium pupils nationally, and the gap between disadvantaged pupils in school and non-disadvantaged pupils nationally is continuing to narrow.

To sustain and accelerate this progress, the school will maintain a strong focus on writing development through the use of an external consultant from One Education, targeted writing interventions, a bespoke writing curriculum, and the introduction of spelling and handwriting initiatives.

Closing the Gap

Strategies such as phonics and reading interventions, enrichment activities, and targeted support in key areas have contributed to the improved performance of Pupil Premium pupils across all core subjects. These approaches have resulted in a measurable narrowing of the achievement gap between Pupil Premium pupils and their non-Pupil Premium peers within the school.

Mental Health & Wellbeing:

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. Visits by SIP advisor, QA, SSQA and local headteachers have all commented on the calm and purposeful learning environment across the school.

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.

Attendance

Attendance for Pupil Premium pupils has steadily improved, with disadvantaged children attending more regularly than in previous years and improving by 2.1% over the last 3 years. Persistent absence is also an improving picture however, it remains above national figures for Pupil Premium pupils and will continue to be a key area of focus.

Conclusion:

Pupil Premium funding has had a significant positive impact on the academic achievement of disadvantaged pupils across the school. In KS2, Pupil Premium pupils have achieved above or broadly in line with non-Pupil Premium peers and have made particularly strong progress in Writing, which has contributed positively to their attainment of the combined standard. Our disadvantaged pupils have achieved broadly in line with national averages for combined, reading, writing and maths over the past

three years. However, in EYFS, pupils receiving Pupil Premium support have consistently underperformed compared to their peers and this needs to be an area of focus next year.

Continued investment in targeted interventions, high-quality teaching, and strong engagement with families will be essential to sustain this progress and further close the achievement gap. The school will continue to monitor these pupils closely and adapt strategies to ensure that all children, regardless of background, reach their full potential. This is particularly relevant this year due to rising numbers of disadvantaged children year on year.

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

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 seven 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.