

Pupil premium strategy statement – Chinley Primary School

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	219 + 12 FTE nursery
Proportion (%) of pupil premium eligible pupils	32 pupil premium 3 EY pupil premium 2 services premium 2 pupil premium plus 39 children = 17%
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)	Sept 2024 – Sept 2026
Date this statement was published	12.01.2026
Date on which it will be reviewed	01.10.2026
Statement authorised by	Peter Lambert
Pupil premium lead	Anna Portman
Governor / Trustee lead	Jeanette Leston-Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71100 - £13000 (meals) £58100 available
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£0

Part A: Pupil premium strategy plan

Statement of intent

All members of staff at Chinley Primary School have high expectations for all of the pupils in our school and believe that, with high quality teaching, pastoral support, effective engagement with parents and a personalised, bespoke approach to meeting children's needs, every child can fulfil their individual academic, social and emotional potential.

- The Senior Leadership Team and Governors at Chinley Primary School ensure that the Pupil Premium Grant is allocated effectively each year; that this grant is used to support the necessary interventions across school so that disadvantaged pupils achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, also that they have equal access to the extended curriculum and enrichment opportunities, helping to eradicate any educational, social or early life inequality.
- Our current strategy supports these aims by ensuring pupils receive high-quality teaching in all subjects, with a specific focus on maths mastery, reading and phonics. Embedded into our practice is the importance of supporting the wider experiences of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum.
- Our bespoke curriculum provides children in receipt of the Pupil Premium Grant with opportunities to develop into confident, independent and successful learners who will thrive in later life and make a positive contribution to society.
- Leaders and Governors also use the funding to create opportunities for children to develop resilience, perseverance, and self-esteem through quality, targeted and bespoke pastoral interventions for children and families and through the deployment of internally trained staff and external agencies, for example, Forest Schools, Speech and language support, Lego Play, Time to talk, Time4U, ECAT, ECAM and early morning pre-teach interventions.
- All strategies and interventions implemented at Chinley Primary School are evidence and/or experience-informed using recommendations outlined by Education Endowment Foundation and The Sutton Trust.

Challenges

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

Challenge number	Detail of challenge
1	Some of our Pupil Premium children have pre-existing medical, behavioural, attachment and educational issues which means they may arrive in school not ready to learn and which can inhibit their ability to maintain focus and pace within whole class teaching groups.
2	For some of our pupil premium children, especially the younger ones, pre-existing specific language difficulties and dyslexic tendencies have led to an inability to make at least ARE in reading, writing, EGAPS and maths.
3	Some of our Pupil Premium children show poor self-regulation and a lack of resilience and self-belief. Which means our vulnerable children often struggle with less structured activities/times of the day.
4	Some of our Pupil premium children have co-existing Special Educational Needs which manifest as sensory seeking and/or sensory avoidant behaviours. These can mean the children are unable to remain within their teaching cohort due to over/under stimulation.
5	Some of our Pupil Premium children have transferred into our school mid-term or mid-key stage. They often arrive with limited data and from smaller infant schools and require a lengthier, more bespoke transition.
6	Some of our children who are eligible for the Pupil Premium Grant arrive in school with speech and language delay and so need specific interventions delivered by a qualified speech and language therapist to ensure they can access early phonics and reading activities, giving them the best start in their educational career.
7	Some of the families whose children are eligible for the pupil premium grant appreciate the support a check-in with a member of staff affords them and this is leading to improved partnership working and attendance.

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
Improved Multi-Agency-Working and communication with and between those services working with our most	Early help will be given to those families and children who come to light as needing it both from within school and via as many outside agencies as possible. Achieved by:

vulnerable pupils and families	• Headteacher and DT to work closely to identify those children and families in need. • Headteacher/ DT/support TA to make contact with parents to offer face to face meeting to ascertain issue and possible solution. • DT and support TA to continue to develop collaborative and confidential links with local GP practices, local PCSO, CAMHS area adviser, SEND officer, NHS resources, local council, local food banks and clothing resources etc. • Headteacher/ DT/support TA to signpost families and children to local networks for individual issues and support. Early Help Assessments to be completed by Headteacher and/or DT and shared with relevant education and other support agencies.
Improve the mental strength and resilience of our vulnerable children	Our vulnerable children will be taught to develop self-regulation strategies which they will use when faced with adverse conditions in school. There will be a drop in exclusions of our most vulnerable pupils. Achieved by: • Visual timetables to be present in every classroom • Individualised timetables to be given to those who need them with options to choose how to achieve the LO rather than doing the same as the rest of the class e.g. comprehension exercises on an I-pad rather than paper. • Resources for the Incredible 5-point scale will be made available to staff. • Purchase of 'The Colour Monster' resources for children and staff to use to explore their emotional state and the teaching of strategies to cope when they become dysregulated. • Purchase of a Forest School trained practitioner to work with each class for 6 weeks on a rolling programme. • Purchase of a Forest School trained practitioner to work with a group of 15 children for 3 hours each week.
Children in receipt of the Pupil Premium Grant and Recovery Premium Grant funding will make at least expected progress from their individual starting points across all areas of the curriculum but especially in reading, writing and maths.	All children are tracked each term to ensure they are making at least expected progress towards their targets. Their interventions will be reviewed and passed to subject leads to ensure progress is being made and interventions are having an impact. Any shortfall in progress will be discussed with the class teacher at Pupil Progress meetings with a view to referring that child for extra support such as a referral to SALT, CAMHS etc. The % of Pupil Premium children achieving GLD in Literacy and Number will be at least in line with other areas. The % of Pupil Premium children passing the phonic check will be equal to the percent of non-disadvantaged children passing the phonic check at the end of Year 1. By the end of Year 6 (KS2) the gap in achievement between disadvantaged and other pupils at Chinley Primary School in

	Reading, Writing and Maths combined will be narrow or no gap. The progress of our vulnerable pupils will be equal to or better than their peers. Achieved by: • All staff will measure the impact of any intervention delivered to our most vulnerable pupils to ensure that any intervention leads to accelerated progress. • Pupil progress meetings will be held with the SENCo and members of the SLT to ensure interventions are supporting individuals to meet their targets or altered and adapted if not having the impact desired. • A therapeutic classroom is in place. Children unable to access learning within their class base will be taught in mixed-age groupings each morning ensuring progress in maths and literacy is maintained despite sensory or other barriers to learning within their class base. • The therapeutic classroom will be staffed to ensure groups of no more than 6 children are working with an adult at any one time in order to be able to access a bespoke curriculum with time for sensory and emotional breaks. Data collection each term will inform best next steps to ensure disadvantaged children are on track to be making at least expected progress.
Ensure all new-to-school CLA/PLAC children are known to staff and accessing the appropriate support and funding available to them.	Parents will feel able to tell school of their child's early childhood experiences in a safe and non-judgemental way. Achieved by: • Our 'Data collection form' will allow parents to have the opportunity to tell us if their child has previously been in care or adopted. • DT for looked after children will apply to 'Adoption Support East Midlands' for any/all extra support the children may need. • DT for looked after children will apply to the Virtual School for any/all extra support the children may need. • Links with social workers will be developed through TAC meeting within the first 6 weeks of them arriving at Chinley School. DT with support from other agencies will continue to hold 'open' meetings/ 'group support' for parents of CLA and PLAC children so that they may seek knowledge and advice from a DCC accredited Educational Psychologist/ISAT and from each other as new parents.
Chinley staff to further develop their understanding of attachment and Early Childhood Trauma and its effect on our most vulnerable pupils throughout the staff.	All members of the school community will become part of our Attachment Aware School and will use moderated language both with and about our most vulnerable pupils. Achieved by: • Staff members to be invited to attend PEP and LCR meetings for children in their classes.

	• Staff able to speak about the ACES of children in their classes and partake in pupil progress meetings to ensure that over a short period of time the bespoke interventions delivered to those children are having a positive impact. • DT will share all power-points and slides given at training sessions from the VS throughout the year. • DT will be point of contact for questions about and advice sought by any staff member within school who works with a CLA or PLAC child and their family. • ISAT will provide training to staff on attachment; managing pupil behaviour; positive communication/language, etc. to support staff in supporting vulnerable children.
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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: £40670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Give time to all subject leads to enable them to monitor the baseline and continued progress of all vulnerable children in their subject/cohort and pass this information to the SLT.	The more we share the responsibility for our most vulnerable pupils the higher their focus will be. All staff members are accountable for tracking the children in their subject and will be ready to hold pupil progress meetings with solid data.	1 & 2 & 4 & 5 & 7
Time for DT to access CPD delivered by DCC Virtual School on issues related to and updates on strategies for attachment and early childhood trauma.	We are an experienced attachment awareness school and continue to develop our training for staff through the ISAT service which ensures that all staff (established and new) are confident in their understanding of attachment and early childhood trauma, actions to support and resources to help.	1 & 2 & 3 & 4 & 5 & 6
Continuation of a therapeutic classroom with mixed-age small group teaching groups.	Allowing some children to work on a parallel curriculum in literacy and maths to their year group or at their ability level. This room has 3 discrete teaching groups of less than 6 children to 1 adult for both literacy and maths allows the	1 & 2 & 3 & 4 & 5 & 6

	children to work at a steady pace whilst embedding core skills and key objectives. This will allow for 'sticky' knowledge as well as filling the gaps in prior learning and working on EHCP targets as well as NC objectives. The calm, less crowded room allows children with sensory and/or other barriers to learning a space to rise to the challenge of the everyday maths and literacy expectations of their bespoke timetable.	
TAC meetings each year with parents and new classroom staff.	Transition to a new class is a troublesome time for some children and their parents. We have found it useful to offer a TAC meeting prior to the new academic year to ensure all parents are able to have a 'voice' and tell the new class staff all about their child and their experiences.	1 & 2 & 3 & 4 & 5
Opportunities for parents of pupils who are PLAC/LAC or SEND to meet together and with specialists to discuss their children and access strategies, etc.	Bi-annual group sessions for interested parents are organised by the SENDCO and our Autism Awareness champion. By inviting specialists to support as well as providing resources and information for parents to access independently or with school support.	3 & 4 & 6 & 7

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

Budgeted cost: £11620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly phone calls made by teaching assistant and/or SLT to ascertain issue, offer support and solutions for vulnerable children.	Our Time to talk programmes and other interventions which can be accessed by our vulnerable children quickly and easily following an incident at home/school are invaluable. If required face to face meeting with parents allow us to pin point the correct intervention at the correct time for any child.	1 & 2 & 3 & 4 & 7
Private Speech and Language therapist to work in school each week developing speech sounds and social literacy for children.	Children who can hear and say speech sounds clearly perform better in their phonic check and develop reading skills sooner. Children who struggle with social interactions find school anxiety causing as they cannot 'read' the emotions of	1 & 2 & 3 & 4 & 5

	their peers. Developing their social literacy will support better transition into and within our school and out to KS3.	
Forest Schools programme and teacher to be purchased and delivered weekly.	All children are able to attend this intervention with their peers We aim to support the regulation of all pupils by allowing them to learn to co-regulate with the Forest School leader first and then self-regulate in many different and exciting scenarios.	1 & 3
Early morning maths and literacy sessions to pre-teach topics for children	Coming into a maths and/or literacy lesson with the vocabulary and concept understood will allow our vulnerable children to remain within their class teaching group and benefit from the confidence this early morning intervention creates	1 & 3 & 4 & 5
Early Years and KS1 1:1 reading and phonics support via HLTA to 'catch-up' to peers.	Children leaving Reception class without GLD struggle to keep pace in Year 1 and 2 so 1:1 and small group support is in place weekly – delivered by a qualified teacher, to ensure concepts are learned and any gaps in phonetic knowledge filled.	1 & 2 & 3 & 4 & 5

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

Budgeted cost: £5810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise the information available from <i>Compass NHS</i> and the school's allocated ISAT to identify links between school and local agencies and support groups. Time needed for staff to visit these groups and see what they can offer provide for our vulnerable families.	Many of our most vulnerable families have learned to ask school for support in the first instance. This means we need to know 'what's out there' in order to be in a position to signpost families to support or support to families as quickly and effectively as possible.	2 & 3 & 4 & 5 & 6 & 7
Time to talk sessions delivered weekly on a 1:1 or small group basis to support the children by giving them Time to Talk.	An on-going approach to our most vulnerable pupils has a proven track record. We have used this approach for a few years and it works to allow them a key person in school to speak to when worried/anxious.	1 & 3 & 4 & 5

CPD for all staff on the use of 'The colour monster resources' and similar resources within class as a means of co-regulating pupil's emotions.	The use of 'Colour Monster emotionometers' and equivalent resources rolled out in all classes following input and training from the school's allocated ISAT.	1 & 3
The school will continue to offer Time4U interventions for our vulnerable children.	This time with a Teaching Assistant 1:1 is vital in supporting pupil well-being.	1 & 3 & 4 & 5

Total budgeted cost: £58100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025 academic outcomes for children in receipt of additional funding were positive. Outcomes for pupils at end of Key Stage 2 were well-above national outcomes.

	No.	Below	Within	Above	ARE %	National % 2024	Diff
Y6: Maths	9	22*	78	22	7/9 (78)*	59	+19
Y6: Reading	9	11	89	22	8/9 (89)	63	+26
Y6: Writing	9	22	78	11	7/9 (78)	59	+19
Y6: EGAPS	9	11	89	11	8/9 (89)	59	+30
Y6: RWM	9	33*	67	22	6/9 (67)*	46	+21

In addition, outcomes for the Year 1 phonics check were 75% met the expected standard (national 67%).

Outcomes for disadvantaged pupils at a good level of development (reception class) were lower than targeted with $\frac{1}{4}$ pupils achieving GLD. Targeted intervention in Year 1 is in place including additional speech and language support and phonics intervention.

Attendance for our disadvantaged children is better than national levels at 92.9%, however lower than our internally set target of 96%. We are working with the individual families to find strategies to support improved attendance including some home collection.

Utilising external providers for art and Forest Schools has supported improved attendance for this group in the summer term 2025. By providing these bespoke

activities good attendance is encouraged; initiatives will continue in the 2025-26 academic year.

Our group for PLAC/LAC parents has been well-attended; consequently, we have extended this to a parents of neurodiverse children group which has been well attended. These sessions are valued and provide opportunities to meet with professionals to discuss in general terms their concerns and experiences.

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
Forest Schools – Being Outdoors	https://beingoutdoorscic.org/
Art well-being group – Claire Parker	www.makeitcreativesupport.blogspot.com
Speech and Language Therapy - Speechwise	https://speechwisetherapy.co.uk/