

Pupil premium strategy statement – Chinley Primary School 2024-2026

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
Number of pupils in school	222 (and 15 on roll in nursery)
Proportion (%) of pupil premium eligible pupils	38 pupil premium 3 EY pupil premium 4 services premium 6 pupil premium plus 51 children = 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Jan Glover
Pupil premium lead	Jan Glover
Governor / Trustee lead	Jeanette-Leston Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,100.00 - £13,000(FSM) £58,100,00 to allocate
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£0.00
Total budget for this academic year	£71,100.00 - £13,000(FSM) £58,100,00 to allocate

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	<i>Some of our Pupil Premium and Pupil Premium Plus 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.</i>
2	<i>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.</i>
3	<i>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.</i>
4	<i>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.</i>
5	<i>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.</i>
6	<i>At least one of our Pupil Premium children is on a part-time timetable which includes education at home and alternative provisions. These all need verification and assessment to ensure we can rest assured that they are making progress towards their overall target of returning to school full-time as soon as is possible.</i>
7	<i>Some of our Pupil Premium children have limited access to books, libraries and technology (laptops and appropriate Wi-Fi etc.) at home. The effects of which during Covid-19 school closures and shielding are still impacting on their ability to close the gap between them and their peers.</i>
8	<i>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.</i>
9	<i>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.</i>

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 vulnerable pupils and families.	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. HOW THIS WILL BE ACHIEVED • 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	100% of 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. HOW THIS WILL BE ACHIEVED • 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 be shoe-horned into doing the same as the rest of the class e.g. comprehension exercises on an I-pad rather than paper. • Emotionometers will be extended to be used in each class with the staff checking in with the children during the day to see which areas of the day are most stressful/anxiety causing. 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.

	• Purchase of a Forest School trained practitioner to work with a group of up to 4 children to support transition to KS3. • Linking with local private day nursery to ensure prior knowledge of the staff, school, environment is given to the youngest members of our school community.
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 Pupil Premium children will be tracked each term to ensure they are making at least expected progress towards their targets. Their interventions will be reviewed following a robust timetable of data collection 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 %age 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 2 (KS1) the gap between disadvantaged and other pupils at Chinley Primary School will be narrowing in Reading, Writing and Maths. 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 negligible. The progress of our vulnerable pupils will be equal to or better than their peers. HOW THIS WILL BE ACHIEVED • All staff will measure the impact of any intervention delivered to our most vulnerable pupils, the impact will be measured against the intent and discussed with SENCo and SLT 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. • The creation of and planning for a therapeutic classroom will be completed. 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. • Pupil Premium children will be given access to laptops, data cards and a resource set of reading and information books as soon as another lockdown is announced.

	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. HOW THIS WILL BE ACHIEVED '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 Educational psychologist/ISAT will continue to have termly '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. HOW THIS WILL BE ACHIEVED - 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. - Parents of CLA/PLAC children will be invited into school each year for face-to-face meetings with key persons working with their child/children. This will ensure their voice is heard and that they can relay to current staff the needs and wishes of them as parents as well as their child/children.
Develop staff awareness of the support network behind each of the CLA and their families.	All members of Chinley School Community will understand the experience of a child in care, pre-adoption placement, special guardianship and how each differs from the other. HOW THIS WILL BE ACHIEVED Staff will attend one PEP for each of their vulnerable children and meet the other persons involved in ensuring

	the best outcome for the child, seeing their place in the team around the child. • Staff will support the DT by preparing reports about SEMH, as well as educational progress and a sensory audit to be shared at PEP and CLA reviews. • The Virtual School's support will be sought to observe and support staff in assessing the 'school readiness' and attachment response behaviours of our most challenging CLA and PLAC pupils and create a plan for inclusion. • Virtual School, ISAT, psychotherapists, Adoption Support East Midlands, Educational Psychologists and parents will be contacted as appropriate to support staff in devising bespoke programmes of support for our CLA and PLAC pupils.
Families of children on part-time timetables to be offered home working support and termly reviews to support their child's re-integration to full-time educational provision.	No child will remain on a part-time timetable unless agreed within their higher needs funding plan. HOW THIS WILL BE ACHIEVED • Families of children who attend part-time at the start of the academic year will be met within the first 6 weeks to review their ability to increase their attendance. • Targets will be set and shared with parents to support the re-integration of each child into their class on a full-time basis. • EHCNA, medical consultations, psychologist assessments will be funded to ensure those children who cannot manage full-time in school education are able to apply for flexi-schooling/alternative provision/change of type of provision if this is deemed to be in the child's best interest.
All parents of CLA and PLAC to be able to meet in a neutral place to discuss the highs and lows of parenting a child who has had adverse early childhood experiences.	Parents will feel part of a community of carers, they will realise that they are not alone and support is out there for them. HOW THIS WILL BE ACHIEVED • DT in partnership with the Educational psychologist will host termly opportunities for parents of CLA and PLAC to meet in school and discuss their experiences in a positive, supported forum.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** and next to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 40,670.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retain our pastoral playtime support worker.	We trialled this last year and it had such a positive impact. The playtime support offers a safe person for our vulnerable children and has 'eyes-on-me' outdoors ready to step in if needed.	1 & 3 & 9
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.	DT has already completed the attachment awareness schools training and upskilled the staff team in their understanding of attachment and early childhood trauma, actions to support and resources to help. Dissemination of up-to-date information continues to support whole school staff CPD	1 & 2 & 3 & 4 & 5 & 6
Creation and 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 4 discrete teaching groups of less than 7 children to 1 adult for both literacy and maths allows the 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 every day maths and literacy expectations of their bespoke timetable.	1 & 2 & 3 & 4 & 5 & 6 & 9
1:1 key workers recruited to support some of the most vulnerable children.	Allowing the children access to a key worker who will discuss the timetable for the day/week and support children in making adjustments to the way in which they will achieve the LO. Children have shown they need this level of support to allow for a bespoke curriculum and approach to learning.	1 & 2 & 3 & 4 & 5 & 9
Time for teachers to engage with parents and pupils when accessing school based education part-time.	Parents/grandparents need encouragement to persevere with home learning/alternative provision if their child is absent for prolonged periods of time either due to illness or parents wanting their child to attend flexibly. They also require time to support with filling in forms or contacting agencies for further support and guidance.	2 & 3 & 4 & 6 & 9

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 & 9
All teachers of CLA children will attend at least 1 PEP/LRO whilst the child is in their class.	Teachers need to know the children in their classes. Our transition process, refined over the last 4 years, has highlighted the fact that the more we know the more we can support. Knowing the processes and agencies of support for these children will increase staff knowledge and expertise.	1 & 2 & 3 & 5 & 9
Educational Psychology & private SALT packages will be purchased by school to ensure we can rely on their continued support, observations and reports	Educational psychologist services are vital to supporting staff with children who present challenging behaviours. We also work closely with The Virtual School to ensure we have as full a picture of each child as possible. Our Educational Psychologist governor is going to be a key driver of the CLA and PLAC parent meetings due to wide experience and knowledge.	1 & 2 & 3 & 4 & 5 & 6 & 9

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

Budgeted cost: £ 11,620.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Headteacher/DT/support TA to hold face to face/phone meetings to ascertain issue 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. 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 & 9
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 their peers. Developing their social literacy will support better transition into and within our school and out to KS3.	1 & 2 & 3 & 4 & 5 & 8

Forest Schools programme and teacher to be purchased and delivered weekly.	Last year our most volatile and vulnerable children attended this intervention and it supported their regulation 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
Extra teacher in KS2 0.1 of the week to reduce class size and deliver intervention programmes.	Class sizes of 33 reduced to 16 for some sessions will allow children to access the teaching far better. Parallel or bespoke teaching being delivered will ensure access to curriculum.	1 & 2 & 3 & 4 & 5
Early Years and KS1 1:1 maths support via HLTA to 'catch-up' to peers.	Children leaving Reception class without GLD struggle to keep pace in Year 1 and so 1:1 support is in place to ensure concepts not ready to be learned in EYFS are covered and embedded (if possible) before the end of autumn term year 1.	1 & 2 & 3 & 4 & 5 & 8

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

Budgeted cost: £ 5,810.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Collaborative links to be made between DT/support TA and local agencies and support groups. Time needed for DT/support TA 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 & 9
Time to talk sessions delivered weekly on a 1:1 or small group basis to support the children	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	1 & 3 & 4 & 5 & 9

by giving them Time to Talk.	key person in school to speak to when worried/anxious.	
Time for Early Help Assessments to be completed and shared with relevant external agencies to garner as much support as is possible.	Headteacher/DT/support TA to offer to see parents in school to complete an EHA. This is then shared with relevant local agencies with whom the DT/support TA have made connections and a plan created to support the family. Knowing the local agencies and what they offer will benefit our vulnerable families.	3 & 4 & 5 & 6 & 7 & 9
CPD for all staff on the use of and impactfulness of 'The colour monster resources' within class as a means of co-regulating pupil's emotions.	The use of 'Colour Monster emotionometers' in some classes has proved a very successful vehicle for children to show how they are feeling in a point of time assessment. These will be rolled out in all classes in early September after sufficient training and allocated CPD slots in staff meetings to ensure we have an agreed approach.	1 & 3
DT and DDT to hold parents sessions for parents of CLA/PLAC/SGO children within school	As our numbers of CLA/PLAC/SGO children increase there are common themes which parents often ask for advice on. In light of this our Educational Psychologist governor will support our DT and DDT in holding a meeting for these parents and hopefully setting up a mutual support group from then on.	1 & 2 & 3 & 4 & 5 & 6 & 7 & 9

Total budgeted cost: £ 71,100.00

Part B: Review of the previous academic year

Intended outcome	Success criteria
Improved Multi-Agency-Working and communication with and between those services working with our most vulnerable pupils and families.	Early help has been stepped down to schools and so the Headteacher, DT and support TA have attended training in how to successfully complete an EHA and create plans to support families.
Improve the mental strength and resilience of our vulnerable children	100% of 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. • Visual timetables are present in every classroom • Individualised timetables have been given to those who need them with options to choose how to achieve the LO in consultation with their class teacher • Emotionometers are used in each class with staff checking in with the children during the day to see which areas of the day are most stressful/anxiety causing. Training in the Incredible 5-point scale has been made available to staff. • Purchase of a Forest School trained practitioner to work with groups of up to 16 children from a year group, 14 children from the Garden room and 4 children on transition projects. Successfully allowing children to develop resilience outdoors. • Relationship aware project completed with private day nursery has ensured prior knowledge of the staff, school, environment has been given to the youngest members of our school community.
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.	33% (1/3 children) of Pupil Premium achieved GLD in Literacy and Number. The 83% of Pupil Premium children passed the phonic check was close to the percent of non-disadvantaged children passing the phonic check at the end of Year 1 (93%) By the end of Year 2 (KS1) the gap between disadvantaged and other pupils at Chinley Primary School was narrowed Reading, Writing and Maths with 100% of pupils achieving the expected level. By the end of Year 6 (KS2) the difference in achievement between disadvantaged and national levels in Reading, Writing and Maths combined was 25% lower (writing below other subjects in line). There was no progress measure for 2024.
Ensure all new-to-school PLAC children are known to staff and accessing the appropriate support and	New to school parents of vulnerable children have felt able to tell school of their child's early childhood experiences in a safe and non-judgemental way. Meetings with parents and DT/DDT have been well attended and asked for next dates!

funding available to them.	
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 have been inducted to become part of our Attachment Aware School and use moderated language both with and about our most vulnerable pupils. Parents of CLA/PLAC children were invited into school for face-to-face meetings with key persons working with their child/children. They responded by saying that they felt their voice was heard and that they could relay to current staff the needs and wishes of them as parents as well as their child/children.
Develop staff awareness of the support network behind each of the LAC and their families.	All members of Chinley School Community understand the experience of a child in care, pre-adoption placement, special guardianship and how each differs from the other. The DT/DDT reached out to parents to ask for further information to support staff in devising bespoke programmes of support for our CLA and PLAC pupils.
Families of children on part-time timetables to be offered home working support and termly reviews to support their child's re-integration to full-time educational provision.	No child has remained on a part-time timetable unless agreed within their EHCP funding plan devised by the local authority. EHCNA, medical consultations, psychologist assessments were funded to ensure those children who cannot manage full-time in school education were able to apply for alternative provision or a change in type of setting as deemed to be in the child's best interest.
All parents of LAC and PLAC to be able to meet in a neutral place to discuss the highs and lows of parenting a child who has had adverse early childhood experiences.	Parents will feel part of a community of carers, they will realise that they are not alone and support is out there for them. DTDDT in partnership with the Educational psychologist hosted opportunities for parents of LAC and PLAC to meet in school and discuss their experiences in a positive, supported forum. The response from parents was overwhelmingly positive with ideas put forwards as to how to improve our transition processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Forest Schools programme – in school	schools@beingoutdoorscic.org
Forest school programme – alt provision	schools@beingoutdoorscic.org - Being me
Speech and language therapy	hello@speechwisetherapy.co.uk

Further information (optional)

Our Pupil Premium Grant this year is £71,100.00 of this £13,000 will be spent of providing school meals.

That leaves a balance of £58,100.00. The above figures are based on this amount in order that we don't over-spend and eat into the schools budget.