

# Chirton Primary School pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils (September 2024 version)

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 Sep 2024           |
|-----------------------------------------------------------------------------------------------------------------|-------------------------|
| School name                                                                                                     | Chirton Primary School  |
| Number of pupils in school                                                                                      | 108 (88 + 20 Preschool) |
| Proportion (%) of pupil premium eligible pupils                                                                 | 7.4% (8)                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3                       |
| Date this statement was published                                                                               | September 2024          |
| Date on which it will be reviewed                                                                               | September 2027          |
| Statement authorised by                                                                                         | EQUA Mead               |
| Pupil premium lead                                                                                              | Mrs A Bekker Wrench     |
| Governor / Trustee lead                                                                                         | Mrs C Cleaver           |

## Funding overview

| Detail                                                                                                                                                                      | Amount Sep 24 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Pupil premium funding allocation this academic year                                                                                                                         | £11,380       |
| Recovery premium funding allocation this academic year                                                                                                                      | -             |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0            |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £11,380       |

# Part A: Pupil premium strategy plan

## Statement of intent

At Chirton, through living out our Christian school vision and values, all members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment; this belief also aligns with our Trust vision of, 'Every Child, Every Chance.'

### Our Principles:

- We ensure that teaching and learning opportunities are fully inclusive, meeting the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of all pupils are regularly assessed and reviewed.
- We recognise that not all pupils who are deemed disadvantaged are not socially deprived or below their peers in terms of academic progress and attainment.
- We ensure that every member of our community is guided by our school vision, leading to improved self-worth and belief: *'We are the little school with a big heart and with God by our side, we love, learn and flourish together as, 'Where your treasure is, there will your heart be also (Matthew 6:21)'*

### Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To provide life-enhancing opportunities that ensure equality and inclusion.
- To increase parental engagement amongst disadvantaged learners, which leads to improved outcomes across core subjects within the curriculum.

### Achieving these Objectives:

As a school, we provide a wide range of provision that is aimed at achieving our objectives through enhancing and developing the learning of all disadvantaged pupils; although these are regularly reviewed and there is not an exhaustive list, they often include:

- Learning Plans (formally IEPs)
- 1:1 and small group work alongside an allocated Disadvantaged Teacher.
- Parental workshops.
- Learning from the Heart sessions and Golden Worship.

- Active involvement with the Trust Disadvantaged Network.
- Enrichment Programme.
- Enable involvement in music lessons, Wraparound Care and after-school clubs.
- 11x11 experience offer
- Pupil targeted resources (e.g. sensory, reading books, laptops)
- Alternative provision (e.g. Wiltshire Wildlife, Greatwood, Behaviour Support)
- On-going staff CPD.
- Payment towards educational visits and residential.

## Challenges

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

| Challenge number | Detail of challenge                                               |
|------------------|-------------------------------------------------------------------|
| 1                | Lack of consistent input from home environment.                   |
| 2                | SEND/SEMH needs.                                                  |
| 3                | Reluctance to learn/be at school.                                 |
| 4                | Reading comprehension is poor.                                    |
| 5                | Writing process is underdeveloped; lack of vocabulary to draw on. |
| 6                | Maths fluency is weak; number facts not embedded.                 |

## 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                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Children are supported with their learning at home and families engage with the school to ensure a joined-up, supportive approach. | All children are regularly heard read at home (at least 3x a week) and this is evidenced in Learning Logs ( <b>System removed from KS2 Sep 25</b> ) Families will attend events and participate in workshops, leading them to feel more confident in supporting their children's home learning. |
| Needs are quickly identified and support is in place to ensure gaps are addressed. (Interventions/ELSA/NESSY)                      | All children receive a focused, individualised learning experience that fulfils their needs; as a result, children and families feel supported, confident and engaged. IEPS will be written and reviewed collaboratively with parents every 6 weeks.                                            |
| Children will want to be in school and on time; they will have high aspirations of themselves                                      | Children will regularly be in school and on-time, which is in-line with their peers.                                                                                                                                                                                                            |

|                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                          |
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| and want to celebrate their achievements as well as be willing to learn from their mistakes.                                                                                                                 | Families will recognise the importance of education, supporting the school in ensuring children are inspired and enthused.                                                                                                                                                               |
| Through a focus on reading comprehension ability and fluency, children's confidence will soar. Everyone will be a 'reader' and vocabulary acquisition will be high.                                          | The majority of children will be at least ARE in reading with 100% making at least expected progress.                                                                                                                                                                                    |
| Pupils will enjoy the writing process, recognising its purpose. Progress of all children will at least be in line with other learners; progression documents will support the teaching and learning process. | Through quality first teaching and targeted intervention, all children will make at least the same amount of progress in writing as their ARE peers in order to achieve/be at least working towards reaching ARE.                                                                        |
| Pupils will be able to apply mathematical skills across the curriculum as well as at home; their progress will at least be in line with other learners.                                                      | Through quality first teaching and targeted intervention, all children will make at least the same amount of progress in maths as their ARE peers in order to achieve/be at least working towards reaching ARE. There will be a significant increase in confidence amongst all learners. |

## 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: £ 7483

| Activity                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                                      | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Targeted disadvantaged teacher                                                                                                                         | Outstanding teacher delivering catch-up programme alongside classroom teacher; QFT with gaps quickly identified and plugged. Previous success as per Insight data (both progress and attainment)                                                                                                                                          | 2-6                           |
| MAT SENCO in post 1/2 day every week at Chirton.                                                                                                       | 7.5% of the school are listed as disadvantaged (8 pupils) 50% of disadvantaged pupils are also registered SEND (4 pupils) Waves 1-3.                                                                                                                                                                                                      | 1-6                           |
| Purchase of standardised diagnostic assessments.<br><br>Training for staff to ensure assessments are interpreted and administered correctly.           | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 4, 5 & 6                      |
| Purchase and development of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. | 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:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>                                                         | 4                             |

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

Budgeted cost: £ 2660

| Activity                                                       | Evidence that supports this approach                                                                                                                                 | Challenge number(s) addressed |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Music Therapy                                                  | Everyone has the ability to respond to music, and <b>Music Therapy</b> uses this connection to facilitate positive changes in emotional wellbeing and communication. | 1-2                           |
| 'Big Heart Helpers' to support reading and beyond.             | 50% (4/8) of disadvantaged are currently working below the national average in writing.                                                                              | 4                             |
| Extension of 1:1 and small group TA support across the school. | Smaller group sizes lead to better outcomes for pupils.                                                                                                              | 4, 5 & 6                      |

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

Budgeted cost: £ 554

| Activity                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                       | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| ELSA (Emotional Literacy Support Assistant) Programme                             | On-going success; provided children and families with an emotional outlet during remote learning period.                                                                                                                                                                   | 2 & 3                         |
| Buying into the LEA EWO service.                                                  | 2/3 disadvantaged families struggle with attendance/lateness.                                                                                                                                                                                                              | 3                             |
| Parental workshops and family Golden Worship/ 'Learning from the Heart' sessions. | Children take responsibility for inviting people from home and leading the learning in-school, inspiring parental engagement.                                                                                                                                              | 1                             |
| Use of library space/reading resources (partly supported by this funding)         | Lack of reading materials and support at home; this space will not only provide a place for reading but also for time-out and discussion (rich vocabulary exposure) Library time allocated to every class across the school week, with opportunities to 'check out' books. | 1, 2, 4 & 5                   |
| Counsellor (£500)                                                                 | Improved emotional regulation, increased self-esteem and enhanced problem solving skills.                                                                                                                                                                                  | 1-2                           |

**Total budgeted cost: £10,697**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

| July 2025 Impact Review:                                                                                                                     |                                                                                                                                                                                                                                                                                                                                           |                               |                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activity                                                                                                                                     | Evidence that supports this approach                                                                                                                                                                                                                                                                                                      | Challenge number(s) addressed | Review July 2025                                                                                                                                                                                                                                |
| Targeted disadvantaged teacher                                                                                                               | Outstanding teacher delivering catch-up programme alongside classroom teacher; QFT with gaps quickly identified and plugged. Previous success as per Insight data (both progress and attainment)                                                                                                                                          | 2-6                           | Confidence significantly increased for all pupils, appreciating smaller group work and clear instruction.<br>R: 4/8, W: 4/8, M: 5/8                                                                                                             |
| MAT SENCO in post 1/2 day every week at Chirton.                                                                                             | 7.4% of the school are listed as disadvantaged (8 pupils) 50% of disadvantaged pupils are also registered SEND (4 pupils) Waves 1-3.                                                                                                                                                                                                      | 1-6                           | Regular meetings timetabled with parents; cross-Trust support signposted (e.g. The Harbour) Review of IEP system, with learning Plans to be launched Sep 25 (will provide greater oversight for all)<br>SEND & PP =<br>R: 1/4, W: 1/4, R: 2/4   |
| Purchase of standardised diagnostic assessments.<br><br>Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 4, 5 & 6                      | A successful integration into the induction programme for new staff led by our Data Lead. Good Trust support in managing inputting data onto new 'Smartgrade' system (this identifies common gaps which then inform future planning/assessment) |

| Purchase and development of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. | 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   Toolkit Strand   Education Endowment Foundation   EEF</a> | 4                             | Little Wandle now fully embedded from EYFS2 – KS1. Dedicated resource space created for easier access and following progression. Phonics Lead in place with secure implementation planning to support on-going, high outcomes. Part of the Trust support network (NB: no EYFS/KS1 disadvantaged registered children 24-25) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activity                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                           | Challenge number(s) addressed | Review July 25                                                                                                                                                                                                                                                                                                             |
| Music Therapy                                                                                                                                          | Everyone has the ability to respond to music, and <b>Music Therapy</b> uses this connection to facilitate positive changes in emotional wellbeing and communication.                                                                                                           | 1-2                           | Highly successful 1:1 time for approximately 30minutes a week; this significantly raised confidence, relationships and trust, leading to taking SATs tests in May.                                                                                                                                                         |
| 'Big Heart Helpers' to support reading and beyond.                                                                                                     | 50% (4/8) of disadvantaged are currently working below the national average in writing.                                                                                                                                                                                        | 4                             | Continued to support 1:1, daily regular reads and writing practise. Particularly successful for Year 6 pupil taking SATs.                                                                                                                                                                                                  |
| Extension of 1:1 and small group TA support across the school.                                                                                         | Smaller group sizes lead to better outcomes for pupils.                                                                                                                                                                                                                        | 4, 5 & 6                      | Improved oversight of need and professional discussions with teachers, leading to adjustments in planning/assessment.                                                                                                                                                                                                      |
| Activity                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                           | Challenge number(s) addressed | Review July 25                                                                                                                                                                                                                                                                                                             |
| ELSA (Emotional Literacy Support Assistant) Programme                                                                                                  | On-going success; provided children and families with an emotional outlet during remote learning period.                                                                                                                                                                       | 2 & 3                         | Parental feedback suggests improved relationships at                                                                                                                                                                                                                                                                       |

|                                                                                             |                                                                                                                                                                                                                                                                            |             |                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                             |                                                                                                                                                                                                                                                                            |             | home and a greater willingness to enter through the school gates each morning. Continues to be heavily subscribed with a waiting list (EHCP documents recommend this as a provision)                   |
| Buying into the LEA EWO service.                                                            | 2/3 disadvantaged families struggle with attendance/lateness.                                                                                                                                                                                                              | 3           | On-going SAM meetings took place to ensure regular communication with families about what can be done to improve data e.g. special roles provided to pupils at the gate, invitation to Breakfast Club. |
| Parental workshops and growth of family Golden Worship/ 'Learning from the Heart' sessions. | Children take responsibility for inviting people from home and leading the learning in-school, inspiring parental engagement.                                                                                                                                              | 1           | Very well-attended by disadvantaged families. Continuing to provide a platform for home-school communication and relations. Extremely positive written feedback.                                       |
| Introduction of new library space/reading resources (partly supported by this funding)      | Lack of reading materials and support at home; this space will not only provide a place for reading but also for time-out and discussion (rich vocabulary exposure) Library time allocated to every class across the school week, with opportunities to 'check out' books. | 1, 2, 4 & 5 | Children continuing to enjoy accessing this space, where they have the opportunity to be calm, quiet and share texts.                                                                                  |

## Externally provided programmes

| Programme              | Provider             |
|------------------------|----------------------|
| Times Tables Rockstars | TT Rockstars         |
| The Wright Stuff       | Jane Considine       |
| White Rose Maths       | White Rose Education |
| Planning Pathways      | Literacy Shed        |
| KAPOW                  | KAPOW Primary        |

## Service pupil premium funding (optional)

| Measure                                                                        | Details                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How did you spend your service pupil premium allocation last academic year?    | Primarily on ELSA provision and 1:1 TA support in preparation for transition to Secondary education; this equated to two families.                                                                                                                                                                             |
| What was the impact of that spending on service pupil premium eligible pupils? | Children and their families felt emotionally supported throughout periods of difficulty at home. Those children/families moving on, felt better prepared and knew where to go should they require further support or advice. 67% (2/3) service children achieved expected or above in all core subjects 24-25. |