

Pupil premium strategy statement – Cheveley CE 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cheveley CE Primary
Number of pupils in school	143
Proportion (%) of pupil premium eligible pupils	13% (19)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	January 2026
Date on which it will be reviewed	October 2026
Statement authorised by	Stacey Kendall
Pupil premium lead	Stacey Kendall
Governor / Trustee lead	Rob Walden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£43,820

Part A: Pupil premium strategy plan

Statement of intent

At Cheveley CE Primary School, our primary aim is to maximise the potential of our disadvantaged children so they can lead fulfilling lives. We believe the best way in doing this is to reduce the attainment gap between the disadvantaged and advantaged and ensuring all pupils experience a wealth of opportunities that enable them to develop their knowledge, skills and understanding. We understand that education impacts on more than the future employment of children. We know that higher achievement is tied to better health and wellbeing throughout their lives.

We understand that challenging socio-economic circumstances can create additional barriers to successful learning. However, we are clear that these challenges can be overcome. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through quality first teaching. This can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning. All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home, the opportunities are provided for them by school.

Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points. Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning. We have conducted an analysis of barriers to learning for disadvantaged pupils and analysed the qualities we see in our successful, and less successful learners in our school which are listed as challenges below. We recognise that some of our vulnerable children could experience multiple challenges.

Challenges

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

Challenge number	Detail of challenge
1	Data shows that attendance for PP children is lower than non PP children. *Attendance not in line with their peers.
2	On entry data and observations show that children enter EYFS with under developed speech, language and vocabulary. *Vocabulary deficit, poor expressive and receptive language skills.
3	Observations and discussions with children identify limited enrichment opportunities outside of school and a lack of resources at home. *Cultural Capital
4	Data shows that a number of PP children have multiple disadvantages (e.g. SEN, ACEs) *Multiple Disadvantages
5	Observations and discussions demonstrate issues with social, emotional and mental health- children lack confidence, resilience and a desire to learn. *SEMH needs

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
<p>1. The attainment gap between our disadvantaged children and their peers is narrowed.</p>	<p>Progress data will show that the disadvantaged pupils make strong progress in school that is at least in line with disadvantaged children nationally.</p> <p>Attainment data in school will show that the gap is narrowing for disadvantaged children compared to their peers.</p> <p>The gap in school will be narrower than the gap for disadvantaged children nationally.</p>
<p>2. Children have access to high quality teaching each lesson, every day. Language acquisition will be a key priority.</p>	<p>The gap between the highest attaining children in our school and those who begin at a disadvantage is narrowed.</p> <p>Children make accelerated progress in order to achieve expected outcomes in reading, writing and maths.</p> <p>Disadvantaged children are prioritised for programmes and interventions that will help them 'catch up'.</p>
<p>3. All children aim to attend school 100% of the time- attendance will be above 96%.</p>	<p>Through rigorous processes, good relationships with and support families, children are attending school regularly.</p>
<p>4. Children eligible for Pupil Premium have the same access to opportunities and resources as their peers, enabling children to have full access to our curriculum and to extra-curricular activities, including educational visits and clubs.</p>	<p>Children will demonstrate knowledge and skills in a broad range of curriculum areas.</p> <p>Children will attend extra-curricular activities and enrichment opportunities.</p> <p>Children have the skills they need to flourish beyond primary education.</p>
<p>5. Staff are trained to identify the needs of all children. The needs of children, and their families, are supported.</p>	<p>Vulnerable families are fully supported and Early Help is provided, e.g. through family workers. Children receive appropriate support to manage emotions/circumstances etc.</p>

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. The activities are linked to our SDP.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 22,000 (approximate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and Retention of experienced, subject specialist staff	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews	1,2,4,5
Internal and External CPD for teaching staff.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	1,2,4,5
Subject Leadership release Mentoring & Coaching others.	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Mechanisms-Poster.pdf?v=1691057377	1,2,4,5

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

Budgeted cost: £ 15,000 (approximate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Teaching Assistant deployment To support key groups across the school	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,4
Small Group Tuition To support children to catch up in the core subjects	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,4
Teaching Assistant – delivering evidence based, structured interventions Targeted support to individuals or groups of children to catch up in the core subjects	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,4
Subscriptions & Resources –		

Grammarsaurus Spelling Shed Spag.com Test Base RWI CPG texts		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

(approximate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting children's SEMH needs through - <ul style="list-style-type: none"> • Funding Play Therapy sessions • Funding ELSA supervision • PSHE SLA 	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4,5
Supporting children to be ready for the school day through – <ul style="list-style-type: none"> • Subsidising Breakfast Club • Subsidising uniform • Staffed admin team to manage attendance (monitoring / live and well checks) • Staffing Sensory Circuits 	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision	4,5
Supporting children's Cultural Capital entitlement through- <ul style="list-style-type: none"> • Subsidising school trips and experiences for all PP children • Prioritising PP children's attendance at key events 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1,3

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.

QUALITY TEACHING FOR ALL

- Individuals were identified from Pupil Progress meetings and supported through intervention.
- Termly Assessments in Reading, Writing and Maths show that the majority of pupils eligible for PP funding have made expected, or above expected, progress in reading, writing and maths. However, due to small cohorts, trends are difficult to identify as a result of individualised cases, particularly where multi-disadvantage is evident.
- 100% of PP children in KS2 achieved expected outcomes in RWM.
- 83% of PP children in KS1 achieved expected outcomes in Maths.
- Due to small cohorts we are able to adopt a personalised approach, tailoring specific support to each individual.
- The work on our curriculum has had a huge impact on the delivery of foundation subjects through carefully sequenced and progressive units.

NEXT STEPS:

- Children identified and prioritised in class action plans.
- Baseline and end of intervention assessments to be completed to monitor progress in interventions.
- Reading outcomes improved and writing now becomes the focus.

TARGETED SUPPORT:

- Small group targeted support has been completed by additional following Pupil Progress meetings gap analysis to identify support required.
- Additional teacher and TAs have managed to focus and support individuals in each class.

NEXT STEPS:

- Increase hours of TA working within upper Key Stage 2 where the proportion of pupils eligible for PP funding is high- to deliver interventions.

OTHER APPROACHES:

- Pupils benefited from being involved in trips, clubs and Play Therapy building cultural capital and facilitating well-being.