



Pupil premium strategy statement 2025-26

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. This is part of a 3-year strategy plan.

School overview 2025-26

Detail	Data
School name	Chambersbury Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers	2023-24 2024-25 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	July 2025-26
Statement authorised by	Christopher Payne
Pupil premium lead	Christopher Payne
Governor	Mr J Montgomery

Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£68860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£68860

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to make accelerated progress to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At Chambersbury Primary School we believe that the most important part of any child's education is quality first class teaching and as such this will always be the priority for all our learners. We believe that this will be achieved through the rigorous monitoring that is in place within our school and the high standards that all of our teaching and support staff set for the children in our school. Our support staff are used to primarily support class-based learning and are directed by the class teacher who has a thorough understanding of their classes learning profile. We strongly believe that each child has individual strengths and approaches to learning and as such we aim to provide the best possible for each child regardless of background, ethnicity, gender or learning profile. We view all provision on an individual basis and will place relevant support for each child aiming to bridge gaps at the point of them arising. The support that we provide to pupils is based on an equity model, where we accept that some children may need a highly personalised offer in order to fulfil their potential. For this reason, we have fluidity to many of the provisions in place. Pupils will access support for focus areas, as identified by the class teacher, for the shortest time possible in order to move learning on swiftly.

We also follow the principles of Maslow's Hierarchy of Need and as such the children's emotional wellbeing is key to all that we do. If children are experiencing difficulties or trauma, of any level, then this will be supported in order to maintain personal, social, emotional and academic progress. This information will link in heavily with the further provision listed below.

Challenges

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

Challenge number	Detail of challenge
1	25% of children within the school are recognised as disadvantage. It is recognised that children within the school have limited access to wider opportunities that promote aspiration and therefore widen the cultural capital 'gap'.

2	Implement targeted, evidence-based interventions to improve attainment among disadvantaged pupils, with a strong focus on high-quality teaching, regular assessment, and responsive feedback to close gaps and raise standards across core subjects.
3	Parent engagement is key to success. Therefore, support for parents is also key, for example knowing what is being taught in school, how to access further support for their child and how they can help at home.
4	Continue to improve attendance among PPG children to ensure they benefit fully from the educational experience and available provision
5	Ensure that Pupil Premium funding is effectively targeted to support SEND pupils, providing tailored interventions and inclusive practices that address both their academic and personal development needs, enabling equitable access to learning and progress.

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>To ensure that every member of staff has the highest expectation for all disadvantaged pupils.</p> <p>Staff to be relentless on improving their attainment through engagement in lessons and planning timely interventions.</p>	<p>Children's progress in inline or greater than their non-disadvantaged peers.</p> <p>Specific interventions planned, delivered and reviewed to meet the needs of pupils and enable greater levels of progress.</p> <p>Teaching and learning monitoring to show high expectations across the school for all pupils.</p>
<p>To ensure the cultural capital gap between disadvantaged children and non-disadvantaged children continues to close through offering experiences that would not normally be available to disadvantaged children.</p>	<p>An increase in disadvantaged pupil's attendance on off site visits, opportunities and extracurricular clubs.</p> <p>Children able to discuss and write about these increase opportunities as showed in termly assessed writing.</p>
<p>To ensure the attainment gap between disadvantaged and non-disadvantaged pupils to continues to close, specifically those with SEND and EAL.</p>	<p>Progress continues to be good from pupils' starting points and attainment gaps will continue to close.</p> <p>The percentage of pupils making accelerated progress continues to improve.</p>
<p>To improve the mental health and wellbeing of disadvantaged children supporting them to be 'ready and able to learn'.</p>	<p>Progress continues to be positive from pupil's mental health and wellbeing starting points.</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.

Teaching (for example, CPD, recruitment and retention), 2025-26

Budgeted cost: £34,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ TFL advisors to support the development of assessment in all areas and ensure that the curriculum for all subjects and early years contains resources, methodologies and substance that supports the development of disadvantaged pupils.	<p>“If curriculum lies at the heart of education, and subject lies at the heart of curriculum, then it follows that teachers need solid knowledge and understanding of the subject(s) they teach.” Ofsted (2021) Education inspection framework Overview of research.</p> <p>https://assets.publishing.service.gov.uk/government/</p>	1, 2, 3, 4, 5
Release time for SENDco to support teachers with managing and overcoming SEND and PPG barriers to learning.	<p>Providing release time for the SENDCo to work alongside teachers is vital for addressing the complex and overlapping barriers to learning often faced by Pupil Premium and SEND pupils. This dedicated time enables the SENDCo to offer tailored guidance, model inclusive strategies, and support the identification of needs, ensuring timely and effective interventions. As a result, teaching becomes more adaptive and responsive, helping disadvantaged pupils access learning more fully and make sustained progress</p>	2, 3, 4, 5
Contribute to the development of the EYFS environment to widen experiences of all pupils.	<p>Developing the EYFS environment to widen experiences is crucial for Pupil Premium children, as it helps bridge early gaps in language, social skills, and cultural capital. Many disadvantaged pupils enter early years with limited exposure to enriching experiences that support foundational learning. A well-developed EYFS environment provides stimulating, purposeful opportunities for exploration, talk, and play—laying the groundwork for future academic success and personal development.</p>	1, 3, 4
Ongoing training and retention costs for in-house Art Therapist.	<p>The British Association of Art Therapists https://www.baat.org/ have a range of articles to discuss the benefits of art therapy in schools. McDonald & Holttum, (2020) research concludes that children</p>	1, 4, 5

	<p>who engage with art therapy were perceived as happier, more settled, calmer, having fewer behavioural outbursts, more confident, and engaging better with schoolwork.</p> <p>McDonald, Alex & Holttum, Sue. (2020). Primary-school-based art therapy: A mixed methods comparison study on children's classroom learning. <i>International Journal of Art Therapy</i>. 25.</p>	
Use of moderation (inter-school) and assessment activities to identify key gaps and develop approaches to teaching high quality writing for all	Moderation provides clear evidence of the impact of our school strategies and deepens understanding of standards both within our school and in comparison to other settings. It also helps identify next steps and areas for refinement, which are effectively addressed through targeted staff training.	2, 3 ,4
Subscription for Literacy Shed	High-quality educational subscriptions provide disadvantaged pupils with access to engaging, curriculum-aligned resources that support learning both in and beyond the classroom. These tools help close attainment gaps by offering personalised learning, reinforcing key skills, and enabling independent practice. For Pupil Premium pupils, who may have fewer academic resources at home, these subscriptions are essential in ensuring equitable access to high-quality educational content and opportunities for accelerated progress.	1, 2, 3, 5

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

Budgeted cost: £17000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of online programmes to support children – Accelerated Reader, Mathletics, TT Rockstars.	Access to these online programmes can also engage parents in children's learning as documented in Review of best practice in parental engagement: Research Report DFE-RR156 (2010) & Lessons from Lockdown: Parent Perspectives on Home learning Mathematics During COVID-19	1, 2, 3, 4, 5

	<p>Lockdown. International Journal of Science and Mathematics Education.</p> <p>Allen, G (2012) Early Intervention: The Next Steps An Independent Report to Her Majesty's Government Graham Allen MP.</p>	
<p>To facilitate a greater number of structured interventions, small group and 1:1 support for disadvantaged pupils both in lesson times and outside school hours.</p>	<p>Using teaching assistant to support disadvantaged pupils through interventions, small group and 1:1 support.</p> <p>Sharples, J., Wester, R. and Blatchford, P. (2015). Making Best Use of Teaching Assistants: Guidance Report. London: Education Endowment Foundation [online]. Available: https://educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf</p>	1, 2, 3, 4, 5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 5
<p>Art Therapist on site once a week to support mental health needs of disadvantaged children & Draw and Talk session provided by SENCo</p>	<p>House of Commons Education & Health Committees, Children and young people's mental health – the role of education, April 2017. https://publications.parliament.uk/pa/cm201617/cmselect/cmhealth/849/84902.htm</p>	1, 5

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Where need identified, pupils invited to breakfast provision club free of charge for targeted pupils to enable greater levels of learning and to ensure that they arrive early to reduce the chance of lateness.</p>	<p>DfE report (2016): link between attendance and attainment at KS2 and KS4 & Article Just one day off can hamper children's life chances discusses how just missing one day of school can impact learning. https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances.</p>	1, 3

Free places for disadvantages pupils so that they have access to clubs to increase opportunities.	Cultural capital now forms part of the new Ofsted framework, (2019) The requirement for educational settings to provide learners with “the knowledge and cultural capital they need to succeed in life”. Therefore, by trying to provide opportunities pupil may not normally have.	1, 3
School to budget funds to support disadvantaged pupils who are unable to contribute towards an activity/visit or opportunity.	Hubbard, M., and Spink, V., (2021). 'Home and away: building cultural capital to encourage progression to higher education'. In Broadhead, S., Butcher, J., Davison, E., Fowle, W., Hill, M., Martin, L., Mckendry, S., Norton, F., Raven, N., Sanderson, B., and Williams, S.W. (Eds.). 'Delivering the Public Good of Higher Education: Widening Participation, Place and Lifelong Learning'. Peterborough: FACE, pp. 185-202.	1, 4, 5
OPAL		

2025-26, Total budgeted cost: £68860

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.

Desired outcomes	Success criteria	Impact
<p>To ensure that every member of staff has the highest expectation for all disadvantaged pupils.</p> <p>Staff to be relentless on improving their attainment through engagement in lessons and planning timely interventions.</p>	<p>Children's progress in inline or greater than their non-disadvantaged peers.</p> <p>Specific interventions planned, delivered and reviewed to meet the needs of pupils and enable greater levels of progress.</p> <p>Teaching and learning monitoring to show high expectations across the school for all pupils.</p>	<p>Specific interventions were carefully planned, delivered, and reviewed to meet the individual needs of pupils, leading to improved access to learning and greater levels of progress.</p> <p>Monitoring of teaching and learning showed that high expectations were maintained across the school, supporting equity and raising achievement for all pupils, including those eligible for Pupil Premium</p>
<p>To ensure the cultural capital gap between disadvantaged children and non-disadvantaged children continues to close through offering experiences that would not normally be available to disadvantaged children.</p>	<p>An increase in disadvantaged pupil's attendance from 23% on off site visits, opportunities and extracurricular clubs.</p> <p>Laptop loan scheme up and running with pupils able to access learning from home. Therefore, have the same opportunities as their peers. 90%+ using programme to support learning at home or access to homework.</p> <p>Children able to discuss and write about these increase opportunities as showed in termly assessed writing.</p>	<p>A broad range of enrichment opportunities, including trips, workshops, and extracurricular activities, were provided to disadvantaged pupils, helping to narrow the cultural capital gap. These experiences supported wider vocabulary development, increased confidence, and greater engagement with learning across the curriculum. Pupil feedback reflected increased aspiration and enthusiasm for new experiences. Teachers noted improved contributions in class discussions, particularly in subjects such as English, geography and history,</p>

		where background knowledge and exposure enriched learning outcomes.
To ensure the attainment gap between disadvantaged and non-disadvantaged pupils to continues to close, specifically those with SEND and EAL.	<p>Progress continues to be good from pupils' starting points and attainment gaps will continue to close.</p> <p>The percentage of pupils making accelerated progress continues to improve as in 2023/2024.</p>	<p>Key Stage 2 SATs results:</p> <p>2025 PPG Reading: 11.1% Writing: 11.1% Maths: 0%</p> <p>2024 PPG Reading: 85.7% Writing: 42.9% Maths: 42.9%</p>
To improve the mental health and wellbeing of disadvantaged children supporting them to be 'ready and able to learn'.	<p>Progress continues to be positive from pupil's mental health and wellbeing starting points assessed using the Leuven Scales and Wellbeing and Involvement.</p> <p>Percentage of children requiring targeted mental health and wellbeing input to decrease.</p>	<p>Targeted support and wellbeing initiatives had a positive impact on the mental health of disadvantaged pupils, contributing to increased emotional resilience and improved readiness to learn. Pupil voice indicated greater feelings of safety, belonging, and self-confidence. As a result, many pupils showed improved engagement in lessons, better behaviour for learning, and stronger relationships with peers and adults. Staff also reported greater capacity to respond to pupils' emotional needs, helping to reduce barriers to academic progress.</p>

Externally provided programmes

Programme	Provider
Google Classroom	Google G Suite
Evidence Me	3P Learning
Accelerated Reader	Spelling Shed
Mathletics	
TT Rockstars	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our long term pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have outlined our three-year approach and will adjust our plan over time to secure better outcomes for pupils.