Pupil Premium Strategy Statement for Chetwynd Junior School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	Chetwynd Junior School
Number of pupils in school	368
Proportion (%) of pupil premium eligible pupils	19.3% (71)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Stephanie Lawes, Head teacher
Pupil premium lead	Michelle Wallis – Assistant Head
Governor / Trustee lead	Phil Sanders & Nathan Townsend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 119,415.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£00.00
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*	£ 119,415.00

Part A: Pupil Premium Strategy Plan

Statement of intent

At Chetwynd, we are committed to ensuring that every pupil, regardless of background or circumstance, is given the opportunity to thrive academically, socially, and emotionally. We hold aspirational and ambitious expectations for all learners, and we believe that the highest standards are achieved through a culture of excellence, equity, and inclusion.

We recognise that some pupils, particularly those from disadvantaged backgrounds or who are currently or previously in care, may face additional barriers to learning. We are determined to use all available resources, including Pupil Premium funding, to remove these barriers and enable every child to reach their full potential.

Our ethos is rooted in the belief that success is not defined by where you come from, but by the skills, values, and opportunities you are given. We aim to nurture resilience, curiosity, and ambition in all our pupils, ensuring that disadvantage does not determine destiny.

To achieve this, our Pupil Premium Strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to targeted academic support and benefit from a range of wider strategies (including pastoral support for social and emotional difficulties, attendance and behaviour) which will impact on their success in school.

Our Strategic Approach

- **High-quality teaching** is the cornerstone of our approach. We prioritise areas identified through robust diagnostic assessment, ensuring targeted support where it is most needed.
- **Evidence-informed interventions** are selected to address both common challenges and individual needs. We avoid assumptions and instead rely on data and professional insight to guide our decisions.
- **Whole-school responsibility-** All staff are committed to raising outcomes for disadvantaged pupils. We foster a culture of high expectations, shared accountability, and inclusive practice.

Key Strategic Actions

To ensure our strategy is effective, we will:

- **Challenge all pupils** through ambitious curriculum design and differentiated instruction.
- **Intervene early** when needs are identified, using timely and targeted support.
- **Provide enriching experiences** that broaden horizons and build cultural capital.
- **Monitor impact rigorously**, using both quantitative and qualitative data to evaluate progress and refine our approach.

Challenges

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

Challenge number	Detail of Challenge
1	Data indicates that some disadvantaged pupils perform lower academically than their peers in the core subjects of Maths and English.
2	Data indicates that a higher proportion of disadvantaged pupils have a less developed social and emotional skillset. Social and emotional difficulties which impact behaviour and self-regulation within the classroom and breaktimes.
3	There is an increasing prevalence of anxiety, social and emotional difficulties, and poor mental health among pupils. The demand for family support—covering both parents and children—remains significant, including assistance with financial hardship, housing issues, parenting guidance and mental health services.

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
1. By the time pupils leave Chetwynd Junior School any learning gaps they may have had have been addressed and they are at an age-appropriate level across the curriculum.	By the end of KS2, data will show that our disadvantaged children have made progress from the previous key stage, which puts them in line with their non-disadvantaged peers. Analysis of interventions will show that they have had a positive impact on disadvantaged children's learning and have helped accelerate their progress. (Uplifting using the RADY approach). Termly assessments to indicate that the gap is narrowing between disadvantaged and non-disadvantaged pupils. Children are monitored and tracked very closely.
2. Pupils have the essential skills needed to achieve academically, emotionally and socially.	Individual pupils have personalised support where appropriate and are making progress.

3. To ensure that pupils and families receive timely and effective support for social, emotional, and mental health needs, reducing barriers to learning and improving overall well-being. Along with the school family support worker, the school will strengthen partnerships with external agencies and provide targeted interventions to promote resilience, engagement, and academic progress for disadvantaged pupils.	**Access to Support:** 100% of identified families referred to appropriate external services (e.g., housing, financial, mental health, neurodevelopmental) within agreed timeframes. Pupil **Wellbeing:** Reduction in reported anxiety and emotional difficulties, measured through pupil voice surveys and wellbeing assessments.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 42,395

Activity	Evidence that supports the approach	Challenge number(s) addressed
Teachers will strategically adapt delivery of learning to ensure equity of learning and consideration of individual PP children within the classroom. - PP Lead to attend training and disseminate information to staff. - Update policies to reflect approach. - PP Lead to ensure monitoring is rigorous and robust and that underachievement is tackled.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. (Education Endowment Foundation: June 2019)	1
One day a term release time for teachers to complete their role as a subject leader. Work with link governors and monitor their subject. Monitor progress of disadvantaged pupils across the curriculum through book looks and pupil voice. Ensure the disadvantage golden thread is added throughout subject action plans.	Alongside training as a Subject Leader (to help in delivering an exciting curriculum), all subject leaders will be able to focus on their subject with quality time away from the classroom. Monitoring and speaking to pupils to ensure the pupils' voice is heard. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1

Class teacher absence will be covered by assistant heads to ensure high quality teaching.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/supportforschools/schoolplanningsupport/1highqualityteaching	1
Allocation of funds towards Continuing Professional Development (CPD) for teachers and LSAs across school. of each CPD event to be recorded and monitored. Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts.	We have found the training provided through Gateway Alliance to be an excellent resource for developing teachers across the school. Alongside engaging in various projects and training provided through the Nuneaton Consortium. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1
Mastering number – whole school approach to mastery maths and Years 4,5,6 using the KS2 mastering number materials Year 3 to use the KS1 for interventions for overlearning and embedding number facts. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD for the mastery approach.	Research on Mastering Number. The impact of mastery learning approaches is an additional five months' progress, on average, over the course of KS2. Staff have reported that pupils' knowledge in number has improved.	1
Continue to use spelling scheme – Jane Considine approach for all year groups and provide training for new staff. Subscription to Monster Phonic to secure stronger phonics teaching for all pupils and provide training for staff	Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Phonics have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children.	1
Increasing access to high quality books that enable the children to have a rich understanding of the world and its diversity. Purchase books recommended for assemblies. Purchase high quality picture books to appeal to reluctant readers.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1

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

Budgeted cost: £52300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using Pupil premium funding. Interventions to be monitored and evaluated by AHT/SENDco Interventions to be carried out by experienced and Learning Support Assistants within school.	The latest research shows that when LSAs are used in a focused way – to deliver structured, high-quality support to small groups or individual children – pupils make an additional two to four months' progress. Evaluation of the two studies was funded by the Education Endowment Foundation **(EEF,2021)** charity, which says there is compelling evidence that should help shape the way LSAs are used in schools to ensure they improve pupils' results.	1
Provision of learning Support Assistants as additional adults in the classroom or at lunchtimes to provide high needs support for individual pupils.	Learning Support Assistants are used to support children with SEMH needs, supporting their engagement within the classroom and improve educational outcomes. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports	1&2
Enhance students' ability to communicate effectively, think critically, and engage confidently in a range of academic and social contexts. Leading to improved academic outcomes.	Speech and Language CPD for all staff – September 2025. Audit the current curriculum to identify opportunities for speaking and listening into all subject areas, embedding oracy activities in order to develop learner's vocabulary, reasoning and collaborative skills.	1 & 2
Small group Maths interventions are organised within each year group to target particular individuals and raise attainment	Evidence shows that small-group tuition is effective. Some studies suggest that greater feedback from the adult, more sustained engagement in smaller groups, or work that is more closely matched to learners' needs, explains this impact. (EEF research project) SLT to deliver maths interventions to help close gaps and enable progress	1

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

Budgeted cost: £ 24, 720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following the Paul Dix approach and using the Consortium funded initiative Positive behaviour approaches. AHT to become accredited in Positive Behaviour Strategies	Behaviour interventions Teaching and Learning Toolkit/EEF + 4 months	1&2
Provision of cereal bars and healthy snacks for children to access.	There is some evidence that providing access to healthy snacks can benefit pupils by preparing them for learning or supporting behaviour and school attendance. Those children who are late to school and do not access the breakfast club can access cereal bars and healthy snacks to prepare them for learning.	2 &3
All children in school to be given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through funding for each year group to plan enriching experiences and activities and free access to the residential for PP children per year group to attend one residential trip during their time at Chetwynd.	Provision of a range of initiatives to extend children's experience. See www.Gov.uk/publications/the -pupil-premium-how-schools-are-spending-the-funding-successfully. *Education Endowment Trust Toolkit*	2&3
Vulnerable children to be highlighted and supported through Well-being Mentor sessions. Play therapy sessions and Lego Therapy sessions.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	2&3
Improve the quality of Social and Emotional Learning (SEL). SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. School-based interventions are accessible for pupils in school when needed. Trauma informed training (Oct 25) Protective Behaviours training (Oct and Nov 25)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Impact +4 months	2&3

Family Support worker and SLT will provide Early Help and will signpost vulnerable families to relevant services to support with areas such as referrals of support for financial, housing, parenting, mental health, domestic abuse, health and neurodevelopmental referrals	Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Levels of parental engagement are consistently associated with improved academic outcomes.	2&3
OPAL working group to continue to develop lunchtime provision.	The OPAL Primary Programme rationale is that "… better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life."	2
Develop the independence of pupils in their learning by delivering sequenced social emotional learning and behaviour throughout the school curriculum and culture. - Behaviour and attendance coach to support vulnerable pupils to access their learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2

Total budgeted cost: £ 119,415.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2 data 2025

subject	Non-disadvantaged	Disadvantaged non-send	Disadvantaged - ALL
Reading	74.7%	100%	71.4%
Writing	73.3%	100%	57.1%
Maths	76%	80%	50%
GPS	72%	100%	64.3%
RWM	62.7%	80%	42.9%

9 out of the 14 disadvantaged pupils were also on the SEND register with three also having an EHCP.

Year 3 baseline comparisons between the end of Year 6			**MATHS**	
Year 3 baseline expected (ALL)	59.6%	**Year 6 expected**	71.1 %	Increase by 11.5%
Baseline disadvantaged (expected)	36%	**Year 6 – disadvantaged (expected)**	50%	Increase by 14%
Baseline non-disadvantaged (expected)	64%	**Year 6 Non-disadvantaged (expected)**	76%	Increase by 12%

Year 3 baseline comparisons between the end of Year 6			Reading	
Year 3 baseline expected (ALL)	57%	**Year 6 expected**	73.3 %	Increase by 16.3%
Baseline disadvantaged (expected)	46%	**Year 6 – disadvantaged (expected)**	71.4%	Increase by 25.4%
Baseline non-disadvantaged (expected)	59%	**Year 6 Non-disadvantaged (expected)**	75%	Increase by 16%

Year 3 baseline comparisons between the end of Year 6			Writing	
Year 3 baseline expected (ALL)	18%	**Year 6 expected**	70%	Increase by 52%
Baseline disadvantaged (expected)	7%	**Year 6 – disadvantaged (expected)**	57%	Increase by 50%
Baseline non-disadvantaged (expected)	19.7%	**Year 6 Non-disadvantaged (expected)**	73.3%	Increase by 53.6%

Good progress has been made from pupils' starting points in Year 3. We place a strong emphasis on reading, investing considerable time and targeted interventions because we believe it is the foundation for unlocking academic success. Currently, the gap between disadvantaged and non-disadvantaged pupils in reading stands at 3.6%. Our ambition is to narrow this gap further across all subjects through rigorous monitoring, tailored interventions, and maintaining high aspirations for every child, regardless of their starting point.

Attendance

As of November 14th 2025:

Current whole school attendance is 96.3%

Current attendance for PP pupils 94.6%

Our Parent Support Worker and SLT have supported families to improve attendance. They have had regular meeting with the WAS officer and letters have been sent to those families where attendance has been an issue. We aim to monitor attendance weekly and actions are created

accordingly. Unannounced home visits are completed for persistent absence. Some absences require a more robust plan, potentially the offer of Early Support.

Families and their children have been provided with support around uniform, food, housing, finance, medical issues, parenting sessions, behaviour concerns, SEND concerns and relevant referrals to external agencies have been completed as and when required.

Ted, the school dog plays an important part in supporting and regulating the emotional wellbeing of children.

The Wellbeing Mentor has continued to support children by addressing their SEMH needs, providing tailored strategies to help them regulate themselves effectively within the school environment. In addition, she has provided support and guidance to families who have sought assistance.

Most staff absences were covered internally by AHTs who know the school and the children ensuring consistency and first quality teaching.

Monster phonics scheme continues to run and be successful in Year 3. The children who require further support will continue to work through the programme in Year 4 and beyond if necessary. The new intake of Year 3 will be continued to be screened and books will be assigned for reading based on this screen. Helping them to start gaining confidence. All staff have received two twilight training sessions in Monster Phonics.

Small group interventions supported children to make good progress from their starting points and helped boost their confidence and supported them in becoming more engaged within the classroom.

A focus on residentials and experiences for pupils means that the children have really benefited from a balanced curriculum and education. This has provided the children with lifelong experiences and memories that they may not otherwise have had the opportunity to experience.

Clubs, responsibilities and leadership positions have been monitored to ensure that they are as representative as possible. Disadvantaged children have been supported in applying for roles such as School Council, OPAL Ambassador, PCSOs etc. – this is something that we will continue to support. Forest school has been a huge success once again this year and individual children have benefited from an increase in confidence and engagement in school.