

Pupil premium strategy statement – Chellaston Infant School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	213 Pupils
Proportion (%) of pupil premium eligible pupils	All pupils: 53 = (25%) FS2: 14 Y1: 18 Y2: 21
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 To 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lisa Turner-Rowe – Headteacher Grant Chaplin – Chair of Governors
Pupil premium lead	Rachel Leyland
Governor / Trustee lead	Grant Chaplin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,455
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£95,455

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

Evidence and fact make it abundantly clear that poverty is the single most important factor in predicting a child's future life chances. The pupil premium is aimed at re-writing the futures of these children by closing the attainment gap between themselves and their peers as well as ensuring that they make expected or better progress. As recognised by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged children.'

The targeted and strategic use of pupil premium supports schools in achieving our vision of helping every child to reach their full potential.

When making decisions about using Pupil Premium funding it is important to consider the context of the school, and the subsequent challenges faced. This alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

School recognises that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals, because of this we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as needing intervention and support.

Our broad and overarching objective for disadvantaged pupils at Chellaston Infant and Junior school is that:

- When they leave our school, their attainment is no different to that of non-disadvantaged pupils and as such they are academically ready for the transition to secondary school.
- They lose any reading attainment deficit they have on entry to school and all leave KS2 as fluent and proficient readers.
- To provide support for the health and mental well-being of our pupils to enable them to access learning at an appropriate level.
- They have access to and take up a wide range of enrichment opportunities that enable them to develop cultural capital, life experiences and personal and social skills that are no different to those of other pupils.
- Their absence from school is no greater than non-disadvantaged pupils and is less than all pupils nationally.
- Provide pastoral support for families of vulnerable pupils.

Our priorities for 2025–26 respond directly to the needs identified in our 2024-25 impact review, with a focus on closing attainment gaps, reducing persistent absence, improving reading outcomes, strengthening emotional wellbeing and embedding a rich, vocabulary-enhancing curriculum. Our aim is for disadvantaged pupils to leave KS1 as confident, fluent readers and articulate learners with secure social and emotional foundations.

Challenges

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

Challenge number	Detail of challenge
1	Attainment Gaps in Core Subjects Attainment gaps for disadvantaged pupils, especially PP + SEN and in EYFS GLD, KS1 maths, writing, and Y2 phonics.
2	Reading Fluency and Early Reading Gaps Gaps in reading fluency and phonics retention, especially for Y2 retakes.
3	Persistent Absence Rising persistent absence, especially among PP pupils (26.32% in 2024–25).
4	Vocabulary Underdeveloped vocabulary and expressive language skills for some PP pupils.
5	Growing SEMH Needs Growing SEMH needs requiring consistent support and reintegration (The Hive).
6	Embedding Cultural Capital PP pupils require sustained access to enrichment to build cultural capital and enhance vocabulary.
7	Consistency of High-Quality Teaching & Interventions While teaching is strong overall, variability remains. PP pupils require consistently adaptive teaching and timely, well-matched intervention.

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
PP Attainment Raise attainment in FS2 and KS1 to ensure that all PP pupils with no SEN meet GLD or expected outcomes.	<ul style="list-style-type: none"> Reduce GLD and KS1 gaps by at least 10%. Improved Y1 phonics outcomes and Y2 retakes.
Improved Reading fluency and phonics retention.	<ul style="list-style-type: none"> FFT data shows fluency growth. Higher Y2 retake success.
Attendance Reduced persistence absence for PP pupils.	<ul style="list-style-type: none"> PP persistent absence reduced by at least 5%. Attendance gap with non-PP narrows.
Improved vocabulary and oracy.	<ul style="list-style-type: none"> Stronger oral contributions and vocabulary in observations.

Improved SEMH outcomes.	<ul style="list-style-type: none"> • Clear baseline-exit progress from Hive support. • Improved resilience and readiness to learn.
Enrichment All pupils access high-quality enrichment.	<ul style="list-style-type: none"> • 100% PP participation in at least one significant enrichment activity. • Pupils articulate experiences using richer vocabulary.
Consistent high-quality teaching	<ul style="list-style-type: none"> • Learning walks show adaptive teaching is embedded. • Interventions accelerate progress and close gaps rapidly.

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 (Tier 1 support, Quality First Teaching (QfT), Professional Development (PD), recruitment and retention)

Budgeted cost: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthening Early Literacy and Maths Teaching <ul style="list-style-type: none"> • High-quality CPD focused on adaptive teaching, scaffolding, and explicit instruction. • Training in vocabulary instruction, reading fluency, and oral language development. • Implementation of Rosenshine's Principles to strengthen modelling, retrieval practice and guided practice. • Coaching and lesson study model across EYFS and KS1 to embed consistent high-quality teaching. • Focused support for early career teachers and new staff to secure fidelity to school-wide teaching approaches. 	<p>EEF: Feedback (+6 months) demonstrates that structured, responsive approaches accelerate progress for disadvantaged pupils.</p> <p>EEF: Oral Language Interventions (+6 months) show substantial benefits for vocabulary, comprehension and early communication—core needs for PP pupils.</p> <p>EEF: Phonics (+5 months) emphasises the value of systematic synthetic phonics, modelling, and daily practice—wholly aligned with Rosenshine's routines.</p> <p>EEF: Metacognition & Self-regulation (+7 months) supports explicit instruction and guided practice, both embedded in Rosenshine's framework.</p> <p>DfE Early Reading Framework (2023) stresses fidelity to a school-wide approach, retrieval practice, and direct instruction for early reading success.</p> <p>Ofsted Research Review (English) highlights that strong vocabulary instruction disproportionately benefits disadvantaged pupils.</p>	1, 2, 4 and 7

Targeted academic support (Tier 2 support, small group intervention, one-to-one support structured interventions)

Budgeted cost: **£34,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-Group Tuition (Phonics, Early Reading, Writing, Maths) <ul style="list-style-type: none"> Structured, timetabled intervention sessions led by trained TAs and teachers. Daily Y2 phonics booster for retake pupils. Rapid, diagnostic assessment used to identify gaps and plan precise instruction. Intervention pathways (e.g., blending, segmenting, handwriting fluency, number sense) designed with SENCO and English/Maths leads. 	EEF: Small Group Tuition (+4 months) —particularly effective when sessions are regular, linked to class teaching, and delivered by trained adults. EEF: Phonics (+5 months) —systematic synthetic phonics closes reading gaps early and is especially beneficial for PP pupils. EEF: Teaching Assistant Interventions (+4 months) —when TAs follow a structured programme and receive training (as in this model), impact is significantly higher. DfE Reading Framework (2023) emphasises early, precise intervention and the importance of addressing decoding difficulties before comprehension can improve.	1, 2 and 4
FFT Lightning Squad Intervention <ul style="list-style-type: none"> Daily reading tutoring for lowest-attaining PP pupils. Prioritised for lowest 20% of readers, with PP pupils identified first. 	EEF: Digital technology for tutoring (+4 months). FFT impact studies show accelerated reading progress for disadvantaged pupils.	1 and 2
Targeted Oracy Support (Voice 21) <ul style="list-style-type: none"> Staff training in structured talk routines, questioning stems, and dialogic teaching. Vocabulary-rich curriculum planning in EYFS and KS1. Small-group oracy sessions for children with delayed language. 	EEF: Oral Language Interventions (+6 months) —strongest effects seen in EYFS and KS1, and for disadvantaged pupils. Voice 21 Impact Report (2023) finds improved confidence, extended utterances, and longer-term attainment benefits. Ofsted Research Review (English) emphasises that vocabulary is a core predictor of reading comprehension and writing quality.	2 and 4
Wellcomm - Speech and Language diagnostic tool and intervention programme generator.	Well evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	1,2 and 4.

Wider strategies (Tier 3 support, related to attendance, behaviour, wellbeing)

Budgeted cost: **£15,505**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Strategy <ul style="list-style-type: none"> • Daily monitoring • Early help referrals • Workshops for families • Pastoral support and home–school liaison 	<p>DfE (2022): Early intervention and relationship-based approaches improve attendance.</p> <p>EEF: Parental Engagement (+4 months).</p> <p>DfE 2022 "Working Together to Improve Attendance" identifies the three most effective levers: early identification, consistent messaging, and strong relationships with families.</p> <p>DfE 2022 Attendance Analysis highlights that disadvantaged pupils are disproportionately affected by PA, and improving attendance has direct attainment impact.</p> <p>Children's Commissioner report (2023) highlights that family-specific barriers (health, routines, housing) require personalised pastoral intervention.</p>	3
SEMH and Behaviour Support (The Hive) <ul style="list-style-type: none"> • ELSA support • Learning mentor sessions • Emotion coaching – zones of regulation. • Trauma-informed practice training 	<p>EEF: Social & Emotional Learning (+4 months).</p> <p>Public Health England (2015): wellbeing strongly linked with attainment.</p> <ul style="list-style-type: none"> • EEF: Behaviour Interventions (+4 months)—structured behaviour support and reflection cycles reduce learning disruption. • Trauma-Informed Schools UK research shows that relational approaches and predictable routines reduce anxiety and dysregulation, particularly for vulnerable pupils. 	5 and 7
Enrichment <ul style="list-style-type: none"> • Trips and visits • OPAL play development • Clubs and workshops • Priority access for PP pupils 	<p>EEF: Arts Participation (+3 months), Outdoor Adventure Learning (+4 months).</p> <p>Ofsted research emphasises knowledge-building through real experiences.</p>	6
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond</p>	All

	quickly to needs that have not yet been identified.	
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Total budgeted cost: £ 95,455 + contingency of £950.

Part B: Review of the previous academic year

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

Intended outcome	Success criteria																							
PP Attainment Raise attainment in FS2 and KS1 to ensure that all PP pupils with no SEN meet GLD or expected outcomes.	<ul style="list-style-type: none">Outcomes for PP pupils with no SEN will be sustained at the high levels achieved in 2024/25 unless cohort variation explains otherwise.PP pupils with no SEN will continue to achieve highly across GLD, Phonics and KS1 subjects.																							
Impact																								
<ul style="list-style-type: none">Quality first teaching in classrooms and targeted interventions have made an impact on PP pupils with no SEN. A particular focus this year has been on reading and oracy support across school.																								
<table><tr><td>2024/25</td><td>PP children with no SEN achieving EXS.</td><td>All PP children achieving EXS.</td></tr><tr><td>GLD</td><td>100%</td><td>47%</td></tr><tr><td>Reading (KS1)</td><td>87%</td><td>67.6%</td></tr><tr><td>Writing (KS1)</td><td>94%</td><td>52.9%</td></tr><tr><td>Maths (KS1)</td><td>90%</td><td>61.8%</td></tr><tr><td>Phonic Y1</td><td>100%</td><td>77.3%</td></tr><tr><td>Phonics Y2 (Retake)</td><td>20%</td><td>29%</td></tr></table>				2024/25	PP children with no SEN achieving EXS.	All PP children achieving EXS.	GLD	100%	47%	Reading (KS1)	87%	67.6%	Writing (KS1)	94%	52.9%	Maths (KS1)	90%	61.8%	Phonic Y1	100%	77.3%	Phonics Y2 (Retake)	20%	29%
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Phonics Y2 (Retake)	20%	29%																						
<ul style="list-style-type: none">This area will continue to be a focus in 2025-26.																								

Intended outcome	Success criteria
Engagement with reading Children develop a love of reading and families are engaged actively in the process.	<ul style="list-style-type: none"> Children are proud to share their reading achievements. Children understand the power that reading offers to them and how it will unlock greater opportunities. Parents attend parents' evenings and engage with reading at home with their children regularly. FFT reading assessment data demonstrates an increase in fluency and word count per minute.
Impact	
<ul style="list-style-type: none"> Ongoing staff professional development has positively influenced pupils' reading outcomes, and the 'Reading for Pleasure' initiative has remained a whole-school priority throughout 24/25. Author visits have provided valuable enrichment opportunities, further enhancing pupils' engagement with reading. Pupil premium assessment information for FS2 in 24/25 shows 53.3% of FS2 children achieved the expected standard in word reading compared with 38% of FS2 children in 23/24. Pupil premium assessment information for KS1 in 24/25 shows 67.6% of Year 2 PP children achieving the expected standard in reading compared with 54.5% of Year 2 PP children in 23/24. 	

Intended outcome	Success criteria
Enrichment Support all children's access to the wider world and cultural activities/experiences.	<ul style="list-style-type: none"> PP children are targeted for enrichment activities. Children will develop an understanding and appreciation of different cultures, traditions and perspectives. Increased participation supports enhancement of social skills as pupils will engage with others in shared experiences.
Impact	
<ul style="list-style-type: none"> All Pupil Premium pupils have participated in visits and workshops that have broadened their cultural capital. They have a broader knowledge and understanding of the world beyond their immediate environment. Pupils talk confidently about the places they have visited and the workshops they have taken part in. This has been observed in learning walks/lesson observations where richer discussions have been observed with improved vocabulary. 	

Intended outcome	Success criteria
Well-Being Raise self-esteem of identified PP pupils and other pupils who have been adversely affected by the pandemic thus having a positive impact on outcomes.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observation. positive impact reported by the inclusion and behaviour team linked to the EMET mental health and counselling graduated response.
Impact	
<ul style="list-style-type: none"> Half-termly Inclusion and Behaviour monitoring shows that pupils are settled, motivated, and confident when discussing their learning. They understand how to seek support when needed. Observations also highlight strong relationships between staff and pupils, with pupils showing respect and kindness towards one another. The Hive Provision (team of ELSAs, Behaviour Support Teaching assistants, Learning Mentors and SENCO) has been established during 24/25 which has supported children understand their behaviours and as a result most children are able to build healthy relationships with their peers and adults. Some of the children working with this team are more likely to attempt challenging tasks and show improved resilience. 	

Intended outcome	Success criteria
Attendance Improve attendance of PP and vulnerable children.	<ul style="list-style-type: none"> Effective attendance monitoring by our School Attendance Officer will show that attendance actions lead to improvements and that these are sustained. Parental engagement with school will improve attendance. Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 2% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are 90% persistently absent being 11% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
Impact	

The attendance policy was monitored effectively by the school attendance team during 2024-25. This involved regular meetings to track attendance and support targeted families.

Attendance Summary:

- Overall attendance for all pupils has remained broadly similar from 94.82% in 23/24 to 94.5 % in 24/25.
- Pupil attendance for PP pupils has remained broadly similar from 92.25% in 23/24 to 91.21% in 24/25.
- Pupil attendance for non-PP pupils has remained broadly similar from 95.89% in 23/24 to 95.87% in 24/25.
- Persistent absence at 90% for all pupils has increased from 11.19% in 23/24 to 16% in 24/25.
- Persistent absence at 90% for PP pupils has increased from 24.69% in 23/24 to 26.32% in 24/25.
- Persistent absence at 90% for non-PP pupils has increased from 5.35% in 23/24 to 9.66% in 24/25.

Attendance Statistics 24/25	Attendance	Authorised	Unauthorised	Persistent Absence 90%
All	94.5%	4.1%	1.4%	16%
Pupil Premium	91.21%	6.3%	2.48%	26.32%
Non-Pupil Premium	95.87%	3.16%	0.98%	9.66%

Intended outcome	Success criteria
Behaviour Develop an understanding of appropriate behaviour within school and the wider world.	<ul style="list-style-type: none"> • An increased awareness of formal language use between pupils and adults. • Positive behaviour is celebrated whilst representing the school in the community.
Impact	
<ul style="list-style-type: none"> • The behaviour policy which was implemented during 23/24 which established relentless routines and key expectations of pupil behaviour within school is now well embedded at Chellaston Infant School. Positive behaviour is celebrated with a variety of rewards throughout the week. • The Hive Provision (team of ELSAs, Behaviour Support Teaching assistants, Learning Mentors and SENCO) has been established during 24/25 which has supported children understand their behaviours and as a result most children are able to build healthy relationships with their peers and adults. • All staff have received regular and ongoing training throughout 24/25 which has ensured that pupils are praised publicly, and restorative conversations are a priority when a child needs support with their behaviour. • Learning walks and classroom observations show that pupils are ready to learn and that the policy is applied consistently. These are monitored by the Inclusion and Behaviour team. 	

- The development of OPAL play at lunchtimes has ensured that play provision is high quality and encourages the children to take risks with their play. Chellaston Infant School achieved the Platinum Standard Quality Mark for OPAL play provision in September 2025.

School Data 2024-25

GLD – 60.9%

End of year data for EYFS – Number of children and percentage achieving expected standard and above.

EYFS	GLD
All	60.9%
Boys	51%
Girls	75%
SEND	20%
PP	47%
Non-PP	65%

Y1	PHONICS	Y2	PHONICS
PP	77.3%	PP	29%
Non-PP	76.8%	Non-PP	18%

KS1	REA (% EXS)	WRI (% EXS)	MAT (% EXS)
Boys	63.3	42.9	61.2
Girls	70.5	55.9	72.7
SEN	14.3	4.8	14.3
Not SEN	81.9	69.4	81.9
Pupil Premium	67.6	52.9	61.8
Not Pupil Premium	66.1	55.9	69.5

Externally provided programmes

Programme	Provider
Lightening Squad	FFT
Oracy Framework	Voice 21

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 on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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

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 contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several 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 put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.