



EMET

Pupil Premium Action Plan 2025-28 – Chellaston Infant and Junior Schools

The targeted and strategic use of pupil premium supports us in achieving our vision of helping everyone to achieve their full potential. We ensure that appropriate provision is made for pupils who belong to disadvantaged or vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making this provision we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

1. Leadership and Management – To ensure that the Leadership, including Governors, make effective plans and decisions to promote good progress for vulnerable pupils using Pupil Premium funding.				
Objective	Actions	Responsibility	Timeframe	Outcome/Impact
1.1 To keep abreast of the National and local agendas for closing the gap/diminishing the difference for vulnerable pupils.	a. Subscribe to EEF updates b. HT meetings and briefings c. CPD	HT PP Lead	Ongoing	HT and PP Lead have comprehensive understanding of the potential barriers to learning and expectations with regards to spending and reporting impact of funding. Information to feed into PP action plan. Messages communicated effectively to staff and governors.
1.2 To evaluate and revise statements and procedures for the use of Pupil Premium taking into account research.	a. Update PP statement in line with up-to-date research with regards to support and spending of PP budget. b. Share with PP governor and agreed by governors. c. Review revised information from Teaching and learning toolkit from the Education endowment foundation and the Sutton Trust research and ensure provision reflects good practice. d. Teachers are clear about their role in addressing the needs of PP pupils.	PP Leads Governors	December 2025 2026 2027	a. A revised policy and supporting philosophy for the use of Pupil Premium funds is produced. b. Revised policy ratified by governors and placed on the school website. c. All staff are aware of the current research from the Education Endowment Foundation. A whole school approach to supporting PP pupils is committed to with an understanding of shared accountability of funds and provision.
1.3 Continue to develop the portfolio of progressive case studies which explores the barriers and successes for FSM pupils including progress and attainment.	a. SLT members to monitor pupils through a case study – 1 child per class. b. HT to monitor the quality and impact of provision. c. Sample case studies to be presented to governors in the summer term. d. Barriers to learning at KPS clearly defined with strategies to address them collated including suggested success criteria.	SLT PP Lead HT	Termly in line with assessment data points	a. SLT have an understanding of the importance of building up a whole picture of a vulnerable child, identifying barriers to learning and/or reaching their full potential and acting on information gathered. b. Case Studies shared with staff and governors. c. Menu of Provision is used for teachers planning.
1.4 To ensure that provision is actively targeted to pupils where progress is of concern.	a. PP Lead tracks termly interventions used to support PP pupils and evaluate the impact of these interventions by tracking progress, matching to need and ensuring cost effective use of funding. b. DHT/HT to carry out an end of year analysis of progress and attainment of PP pupils and report on findings.	PP Lead	Termly as part of Pupil Progress procedures. Annual	a. Pupil Progress meetings to evaluate and explore the effectiveness of provision. b. Annual Audit and monitoring analyses progress, attainment and quality of interventions for PP pupils.
1.5 Annual Audit of provision monitors the effective spending of PP funds.	Review to include an evaluation of spending of PP funding and data to support the impact of provision on reducing the attainment gap between PP and non PP pupils following the developed format.	HT	Annual in July	Annual review of PP provision and spending shared with governors and parents via the school website.

1.6 To update a comprehensive provision MENU for PP pupils.	<ul style="list-style-type: none"> a. Provision MENU gives details of <u>possible</u> interventions and direct support offered to pupil premium pupils throughout the academic year. Updated annually. b. MENU in sections to match PP strategy. c. Add data to quantify the impact on learning. d. Review by PP Governor 	PP Lead PP governor	July Reviewed annually	<ul style="list-style-type: none"> a. Provision MENU for all staff to refer to when planning provision for PP pupils. b. Provision MENU on school website. c. CIJS data reflects the potential for impact on learning of provisions. d. Governors are knowledgeable and informed of the use of PP funding.
1.7 Pupil premium governor has a thorough understanding of Pupil Premium and its potential for impact.	<ul style="list-style-type: none"> a. Governor to meet HT and PP lead to assess how robust our monitoring of PP pupils is by reviewing direct intervention forms, PP provision map and termly assessments. b. Most of this work will be done as part of an annual audit. 	HT PP Lead PP governor	Annual Cycle	<ul style="list-style-type: none"> a. Governor visit report shared at committee. Thorough understanding of how PP pupils are monitored and supported in school. b. Annual Audit is robust and challenging of practices leading to improved quality and consistency of provision.
1.8 Parents understand how Pupil Premium funding is used within school.	<ul style="list-style-type: none"> a. Parent friendly version of budget is placed on the website. b. Annual review of provision and spending placed on school website c. Pupil Premium strategy is on the website. 	PP Lead HT	Annually	Parent survey shows that they understand how the funding has been used to support learning and progress.
1.9 Leadership Roles and expectations are clearly defined.	Role descriptors are developed as part of policy development.	HT PP Lead SENCo Governors CT's	Autumn term	All staff are clear about their role in supporting PP pupils and their responsibility to ensure that provision is effective in raising attainment, accelerating progress and raising aspirations. MPS staff work together with a common purpose.
1.10 Clear PP Budget plan is published.	<ul style="list-style-type: none"> a. PP income is clearly accounted for. b. PP budget is located to individuals, groups, and intervention programmes. <p>Governors approve the proposed spending of PP funds.</p>	HT Governors	Autumn term	<ul style="list-style-type: none"> a. All stakeholders are clear about how PP funds have been used to support pupils' learning and development. b. PP funding has a reported positive impact on attainment, progress and aspirations of PP pupils. Governors understand and approve the rationale for spending.
1.11 Eligible parents enrol with FSM at DCC.	<ul style="list-style-type: none"> a. CIJS to send out a letter to parents to promote the uptake of FSM and check eligibility. b. Parents to receive FSM flyer. 	Finance Officer	Autumn term	<ul style="list-style-type: none"> a. Increased funding due to greater uptake of FSM.
1.12 Consider pupils not classified as PP but are just above thresholds.	<ul style="list-style-type: none"> a. Identify pupils that would meet the criteria for being vulnerable to underachievement due to family circumstances b. Identify pupils that would meet the criteria due to previous safeguarding events c. Identify pupils that would meet the criteria due to low family engagement with education d. Identify pupils that would meet the criteria due to previous school knowledge of the family and their circumstances 	HT CT SENCO	Autumn term	<ul style="list-style-type: none"> a. Pupils receive the very best provision needed to ensure that they are successful learners. b. Provision is clearly matched to the needs of all pupils and is monitored via Pupil Progress meetings.

2. Teaching and Learning – To ensure that vulnerable pupils are supported with their learning.				
Objective	Actions	Responsibility	Timeframe	Outcome/Impact
2.1 Embed a whole school approach to supporting PP pupils and closing the gap for vulnerable pupils.	<ul style="list-style-type: none"> a. Teachers to devise support and interventions which target individual needs using latest EEF research and school's menu of provision. b. All teachers take part in termly pupil progress meetings ensuring accountability for all. 	All teaching staff	Ongoing	<ul style="list-style-type: none"> a. All staff accept the importance of teachers building relationships and identifying barriers to learning, whether academic, social or emotional for PP pupils. Provision maps and PP direct intervention grid demonstrates how teachers match provision to individual need. b. All teachers are aware of vulnerable pupils within their class.
2.2 Intervention records are a shared resource between the class teacher and the TA.	<ul style="list-style-type: none"> a. Intervention records are kept securely in a shared file b. Intervention groups are recorded on our assessment tracking software c. PP children's work is monitored as a distinct group during work scrutinies and reported on as a separate group d. Phase meetings discuss PP group as a distinct item 	Class Teachers SENCO Phase Leaders	Ongoing	<ul style="list-style-type: none"> a. Teachers ensure that they have ownership of the programme whilst the TA is the facilitator or delivers. Accurate records are kept. b. Work scrutiny shows that teachers are proactive in looking for opportunities where the child is able to translate their skills into every day working.
2.3 Pupil Progress meetings are productive in identifying need and subsequent actions directed towards a group or individual. This includes the vulnerable groups – FSM, SEN, EAL	<ul style="list-style-type: none"> a. X3 Pupil Progress meetings per year. PP Lead and SENCO to analyse progress data termly and highlight pupils of concern on the pupil progress forms to ensure pupils in need are identified and provision can be directed towards these key children. b. Provision is allocated as a result of evaluation of attainment & progress. c. PP Lead is aware of all vulnerable pupils within their team and those needing additional support. d. Pupil Progress records are amended to incorporate a cyclical approach and provides an annual audit trail for PP pupils. 	Planning Teams SLT	Ongoing	<ul style="list-style-type: none"> a. Pupil progress forms completed each term. Actions show where pupils are identified as a concern actions have been taken by the class teacher. Actions taken are shown to effectively impact progress. b. Annual progress review evaluates progress of pupil premium pupils shows how identified pupils are targeted effectively to ensure progress. c. All staff share the common purpose of ensuring that PP pupils needs are evaluated and provision promotes engagement, progress and aspirations. d. Monitoring is clearer and tracks throughout the year. Reduction in workload for teachers by having all information in one place.
2.4 Provision mapping is effective in highlighting and recording the range of provision used in order to close the gap for vulnerable pupils.	<ul style="list-style-type: none"> a. Class teachers to produce a provision map of identified interventions/support for PP children within class b. Provision map to linked to areas of highest need for each PP child based on the PP calculator and assessment information. 	Planning teams SENCO PP Lead	Ongoing	Planning Scrutiny of provision maps by SENCO as part of ongoing monitoring work.
2.5 To explore how high impact low-cost teaching strategies can effectively support PP pupils.	PP Lead to research different high impact, low-cost strategies through the teaching and learning toolkit by the Education endowment foundation, CUREE and National College.	PP Lead	Ongoing	PP Lead to make recommendations to class teachers to promote good and better progress for PP pupils. Case Studies to highlight the impact of provision and explores attitudes to learning of PP pupils.
2.6 To evaluate the quality of work and engagement in learning of PP pupils.	<ul style="list-style-type: none"> a. Work scrutiny of PP books against standards for relevant year groups. b. Pupil Interviews to assess attitudes to learning. 	PP Lead	Ongoing	<ul style="list-style-type: none"> a. Monitoring reports include actions for class teachers to promote consistently high standards throughout the school.

	<ul style="list-style-type: none"> c. 10-minute observations of PP pupils in lessons. d. Case studies updated and passed on between phases to ensure a progressive record of learning, provision and impact. 			<ul style="list-style-type: none"> b. Case Studies reflect the learning journey of PP pupils and give a clear picture of what the school does for pupils, the impact on their learning, emotional resilience and aspirations for the future.
2.7 Evaluation of pupils work is focussed and identifies gaps and targets.	Work Scrutiny proforma is developed to support PP Leads and class teachers in evaluating work and developing targets.	HT PP Lead	Termly	A clear and accurate picture of attainment is gathered around the child resulting in focussed targets are set for each term and provision which is accurately matched to barriers, gaps and needs.

3. Cultural Enrichment – Pupil Premium is effectively used to support the enrichment opportunities for vulnerable pupils including behaviour, personal development & financial barriers.				
Objective	Actions	Responsibility	Timeframe	Outcome/Impact
3.1 Families receive a greater service from the school via inclusion on the Structured Conversation programme.	Engagement work with parents including increasing contact with both parents in split families.			Parent survey demonstrates that families feel supported and are involved in exploring opportunities for their child/ren.
3.2 PP pupils have the opportunity to participate in a range of clubs, trips and residential visits.	<ul style="list-style-type: none"> a. School to support families with costs. b. Teachers to highlight the range of opportunities during structured conversations or parents evenings. 	Teachers Finance Officer	Termly	<ul style="list-style-type: none"> a. PP pupils have the opportunity to participate in activities of their choice. b. PP pupils extend their experiences by participating in new activities.
3.3 PP pupils read every day.	<ul style="list-style-type: none"> a. Teachers, Tas, volunteers and Mid Day staff read daily with identified pupils. b. PP pupils take greater responsibility for their own reading development. 	Class Teachers	½ termly	<ul style="list-style-type: none"> a. Reading ages and teacher assessments demonstrate good progress in reading and the attainment gap is reduced. b. PP pupils engage with the librarian to choose books and in interviews report that they enjoy reading and see a purpose for improving reading skills.
3.4 PP pupils are supported in their emotional development.	<ul style="list-style-type: none"> a. PP pupils have access to support listed below triaged by the HIVE (Emotional and Well being) team in school. b. PP pupils have access to School Counsellor via referral from the class teacher. c. Counsellor provides training around a range of emotional challenges for children. d. ELSA e. Drawing and Talking 	HIVE Team School Counsellor	Termly	<ul style="list-style-type: none"> a. Counsellor feeds back to class teachers and parents. PP pupils feel supported. b. Monitoring evaluates the quality and impact of the programme on learners. c. Staff felt knowledgeable and supported in supporting PP pupils.
3.5 PP pupils enjoy the roles provided in school giving them a chance to demonstrate responsibility, confidence and maturity.	<ul style="list-style-type: none"> a. Teachers ensure that PP pupils have sufficient opportunities to be leaders in their classrooms and in the playground (School council, library volunteer, Reading Buddy and Play Leader) 	Class teachers	½ termly	<ul style="list-style-type: none"> a. PP pupils demonstrate raised self-esteem and a sense of value within the school.
3.6 Attendance rates are high for PP pupils	<ul style="list-style-type: none"> a. Employ an Attendance Officer and Learning Mentor 	Attendance Office SLT	ongoing	<ul style="list-style-type: none"> a. Attendance dips are identified early

	<ul style="list-style-type: none"> b. Structured conversations held with parents and children regarding the importance of attendance c. Attendance is monitored half-termly and early intervention is put in place 	CT		<ul style="list-style-type: none"> b. Intervention and support is offered to facilitate high attendance c. Monitoring identifies issues and intervention is prompt
3.7 High Standards of behaviour are promoted	<ul style="list-style-type: none"> a. Behaviour policy is consistently applied throughout school b. Parents are informed promptly of positive behaviour and causes for concern c. Support and intervention groups put in place if needed including EHAF and EWO referrals 	SENCO HT CT TA	ongoing	<ul style="list-style-type: none"> a. Behaviour is good throughout the school and surveys of all stakeholders support this b. Parents are partners with school and work together to promote good behaviour c. Support and intervention is prompt and timely and children at risk of poor behaviour are data shows behaviour is good