

# Pupil premium strategy statement – Chipping Hill 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2026 2026 – 2027 2027 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Aimee Walker (Headteacher)
Pupil premium lead	Mrs Charlotte Jones (Deputy Headteacher)
Governor / Trustee lead	Karen Butler/Sarah Frost

## Funding overview – Year 2025 - 2026

Detail	Amount
Pupil premium funding allocation this academic year	£63,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,285
<b>Total budget for this academic year</b>	<b>£66,915</b>
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

# Part A: Pupil premium strategy plan

## Statement of intent

At Chipping Hill Primary School, we have high aspirations for all of our children and are determined that disadvantaged pupils will achieve without limits, making excellent progress across all subjects. We believe that challenging socio-economic circumstances can create additional barriers, but we are resolute that these barriers can and will be overcome through expert teaching, targeted support, and a culture where every child feels they truly belong.

### Excellence Through Expert Teaching

High-quality teaching is at the heart of our approach, proven to have the greatest impact on closing disadvantaged gaps. We ensure disadvantaged pupils receive first-quality teaching designed to deepen understanding and secure knowledge in long-term memory. All subjects are equally valued and adapted so that every disadvantaged pupil is appropriately challenged and supported. Our staff are experts in our pupils, not their labels and our identification of need is based on robust diagnostic assessment, not assumptions. We act early, intervening swiftly when specific needs are identified or when pupils do not achieve curriculum milestones.

### A Culture of Care and Belonging

We want all of our pupils to be happy, confident, articulate and to have strong self-belief. We understand that for disadvantaged children to take risks and push themselves as learners, they must first feel genuinely cared for, known and valued. Every interaction matters. From the moment children arrive to the end of the school day, we create an inclusive environment where disadvantaged pupils experience a powerful sense of belonging and ownership. Strong, trusting relationships enable pupils to embrace challenge, develop resilience and become confident, independent learners who believe in their capacity to succeed.

### Opening Doors to the Wider World

All children need opportunities to enrich their lives through experience and access to wider possibilities. Recognising that disadvantaged pupils often have fewer opportunities beyond their immediate community, we provide an extensive, carefully planned programme of cultural capital development. Through our broad, balanced curriculum, educational visits, visitors, after-school clubs and enrichment activities, we deliberately broaden horizons and help pupils understand their place in the world beyond school. We remove financial and social barriers proactively, ensuring disadvantaged pupils can fully participate in experiences that develop aspirations, build cultural knowledge and open doors to future opportunities.

### A Whole School Commitment

We adopt a whole school approach in which all staff take collective responsibility for disadvantaged pupils' outcomes and maintain the highest expectations of what they can achieve. Our tiered approach addresses quality-first teaching, targeted academic support, and wider strategies tackling non-academic barriers such as social, emotional or behavioural needs. Every disadvantaged pupil benefits from carefully considered provision, with interventions based on diagnostic assessment and impact reviewed regularly. We utilise Pupil Premium funding strategically, ensuring it reaches the pupils who need it most, supporting them to overcome barriers; whether academic, social or financial, and to thrive in every aspect of school life.

## Challenges

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

Challenge number	Detail of challenge
1	To narrow the attainment gap between disadvantaged and non-disadvantaged pupils through high quality teaching.
2	For all disadvantaged pupils in school to make or exceed nationally expected progress rates (in line with non-disadvantaged rates)
3	Barriers to learning vary across the school for disadvantaged pupils. Impact of these to be analysed and then addressed as priorities.
4	To ensure all children achieve at least age-appropriate reading and writing skills irrespective of starting point.
5	Social and emotional needs of pupils inhibit the confidence of disadvantaged pupils which, at times, can reduce their capacity to learn.
6	Attendance and punctuality of disadvantaged pupils is often lower than non-disadvantaged pupils

## 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
Ensure all pupils receive high-quality teaching so pupils' horizons are broadened and the attainment gap is narrowed.	Teaching is seen as at least good in all classes. Progress across the curriculum demonstrates at least 'good' progress. Pupils 'keep up' with the curriculum and intended milestones.  Teacher assessments and test results show 'good' progress in core subjects and in key school performance indicators: the Year 4 Multiplication Test.  Teacher assessed data will be analysed at the end of each term and compared to pupil outcomes from summative assessments at the end of the prior year for progress.
All teaching is at least good, with at least 50% recognised as exceptional.	Provision of intervention strategies based on research and data of need. 90% of children achieve the expected standard upon exit from the school.  Pupils have exceptional and/or strongly developing memories. They develop 'expert' schema in all subjects.

<p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates (in line with non-disadvantaged rates)</p>	<p>Progress and outcomes of disadvantaged children from Summer 2025 will be compared to national rates (2025 data).</p> <p>Gap closing with significant progress towards equanimity between groups.</p> <p>Intervention strategies (research based/school designed) reflect needs arising from data review.</p> <p>90% of children achieve the expected standard upon exit from the school.</p> <p>Well planned curriculum cohesion and retention lessons all afford pupils opportunities to revisit prior learning and make explicit links, so pupil memory/recall is better. Pre and post teach model is fully embedded in all classes and disadvantaged pupils all receive this.</p> <p>Pupil progress is measured against school curriculum milestones. Pupils falling behind in any area receive immediate, targeted support. The impact of curriculum milestones on progress and attainment is monitored by phase leaders and SLT.</p>
<p>Highlight barriers to learning, analyse impact and address these as priorities</p>	<p>Engagement and outcomes for pupils causing concern will have increased from starting points - evidenced by hard and soft data. Highlighted barriers addressed through coherent planning from research-based initiatives.</p> <p>All children assessed in the first term of EYFS, undertaking phonological awareness and engagement assessments. Speech and Language needs identified early and met via interventions with trained staff.</p> <p>Independent Speech and Language Therapist assesses and meets need of children across the school with greatest need.</p> <p>Curriculum offer adapted to meet cohort needs. All school staff adhere to the Behaviour Policy consistently.</p> <p>Improved behaviour feedback on the pupil questionnaires. Pupil's behaviour is not a barrier to their learning.</p>

<p>To ensure all children achieve at least age-appropriate reading and writing skills irrespective of starting point.</p>	<p>Pupil comprehension and Reading ages are shown to be good and/or improving on Salford assessments and in NfER tests.</p> <p>Pupils are assessed and receive the right support for comprehension, decoding and fluency challenges.</p> <p>Each year group has its own bespoke library, which is regularly restocked to ensure there are books to engage everyone. SLT Reviews data regularly with assessment tracking and gap analysis highlighting areas for growth. All pupils are monitored and expected to read at home. Reading workshops for parents continue and uptake is increased.</p> <p>Formulation and implementation of 'Everyone a reader' strategy. Targeted support and intervention for children working below age related expectations</p> <p>Review of 'writing strategy' reflecting approach to meeting assessed needs. Targeted support and intervention for children working below age related expectations.</p>
<p>Pupils' emotional wellbeing and resilience improves through the provision of support, meeting the emotional needs of pupils and reducing barriers to learning related to pupil wellbeing and behaviour.</p> <p>Attendance and punctuality of disadvantaged pupils is often lower than non-disadvantaged pupils</p>	<p>The school continues to employ two Family Liaison Officers who support pupils as and when required.</p> <p>All pupils will want to come to school and 100% will say they enjoy learning.</p> <p>All pupils will be able to articulate how to self-care and care for their own well-being.</p> <p>Attendance will remain at or above the national.</p> <p>Pupil morale and resilience to learning is raised.</p> <p>Pupils feel safe in school and consequently feel listened to.</p> <p>Pupils have a bank of strategies available to them to support their emotions and behaviour inside, outside, at school and elsewhere.</p> <p>Pupils enjoy coming to school Pupils make at least expected progress in their learning.</p> <p>Engagement and outcomes for pupils causing concern will have increased from starting points.</p> <p>Children referred for support through Drawing and Talking or Play Therapy when needs identified.</p> <p>There are clear systems in place for referrals as well as signposting families to additional specialist support.</p>

## 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: £ 36,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers are released to observe inspirational practitioners to develop their practice. Our deputy head teacher isn't class based and is able to facilitate these model lessons.</p> <p>The school uses a flexible, supportive and motivating leadership model. Teachers are given protected time to manage their subject to ensure expertise is shared constantly. Curriculum design, implementation and impact is constantly evaluated. Overtime is paid, where necessary, to ensure everyone can attend. Additional Trust wide opportunities for professional collaboration are utilised.</p> <p>Regular best practice meetings for teachers and support staff enable the dissemination of best practice and create an environment of supportive, professional challenge. Overtime is paid, where necessary, to ensure everyone can attend.</p> <p>Every class has a full time HLTA which enables consistent teaching strategies across all year groups.</p>	<p>The quality of teaching is the biggest overall drive of standards and pupils narrowing any gaps. Ensuring that young teachers have excellent professional development is paramount to our school and its values.</p> <p>“Evidence from the EEF analysis of all areas points to high quality, inclusive teaching as the reason why pupils make accelerated progress.”</p> <p>EEF analysis says: “The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.”</p>	1, 2, 3, 4
HLTA training programme	EEF – metacognition and self-regulation, behaviour, impact of feedback approaches	1, 2, 3, 4
Forest schools (increase staff trained)	EEF evidence collaborative learning approaches as providing high impact for very low cost. We have seen high impact on pupil engagement, morale and social skills when they are active and learning outdoors	3, 5, 6

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

Budgeted cost: £ 23,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
A full time HLTA in every class is funded to support pupils in school.	<p>HLTAs and LSAs are employed to ensure that all children have access to quality feedback through lessons so that misconceptions are addressed immediately and pupils can be challenged further where appropriate.</p> <p>EEF analysis says: "The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year."</p>	1, 2, 3, 4
Targeted interventions and pre and post teach models in place – delivered by a combination of HLTAAs and teachers.	<p>EEF Improving literacy in Key Stage 1 &amp; 2 – recommendation 4 &amp; 5</p> <p>EEF – review of attainment measures in literacy, maths and science, early years toolbox, measuring up –helping teachers assess better, meaningful and manageable assessment</p>	1, 2, 3, 4
Individual and small group reads	<p>All PPG children are expected to read to a personalised targeted amount.</p> <p>EEF analysis says: "Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers."</p>	2, 3, 4

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

Budgeted cost: £5,514

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Two family liaison officers are employed to support pupils who need this level of emotional provision.</p> <p>Additional Trauma Informed INSET day training for all staff to ensure they are using a relationship focused approach to supporting pupils.</p> <p>World Mental Health day is celebrated and children are taught how to regulate.</p>	<p>EEF – closing the attainment gap, attainment gap report, Key lessons learned in EEFs first six years, education and neuroscience, metacognition and self-regulation, parental engagement</p> <p>Pupils and staff in the school have support necessary for mental health challenges.</p> <p>EEF analysis says: “The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.”</p>	<p>5, 6</p>
<p>Activities are funded by the school for pupils, such as residential, so all pupils can fully participate</p>	<p>EEF analysis says: “Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation... Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.”</p>	<p>3, 5, 6</p>
<p>Increase in the OPAL provision for lunchtimes. Wider selection of resources available across both playgrounds for children to play with. This in turn will build social connections and mental wellbeing.</p>	<p>EEF Guide to Improving Social and Emotional Learning in Primary Schools</p> <p>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.</p>	<p>3, 5, 6</p>

**Total budgeted cost: £ 66,066**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### KS2 Outcomes

	<i>Reading</i> (National: 62%)	<i>Writing</i> (National: 58%)	<i>Maths</i> (National: 59%)
<i>EXS</i>	50%	88%	63%
<i>GDS</i>	38%	12%	25%
<i>Total EXS &amp; GDS</i>	88%	100%	88%

#### Y4 Multiplication check

20/25 or above	63%
25/25	25%

#### Y1 Phonics Screen

Passed	80%
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Some of the actions that have contributed to good outcomes for pupil premium pupils are:

- All classes have a full time HLTA that enable pre and post teaching to be undertaken every day.
- Two Family Liaison workers are employed to work across the school day supporting pupils with issues such as bereavement, worries about home and school and separation anxiety.
- There have been clubs in place where pupil premium pupils have been prioritised and introduced to a range of sports through taster sessions. These clubs have included tag rugby, before school multisport, Lego robotics and IROCK. At the school's discretion, school has partially funded trips (including the Year 6 residential trip) for pupil premium children, paid for swimming lessons, provided PE and swimming kits and paid for other resources needed for learning.

### Externally provided programmes

Programme	Provider
Assessments	NFER