

# **Little Chalfont Primary School**



## **Pupil Premium Strategy 2025-26**

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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.

### School overview

| Detail  | Data                                  |
|---|---------------------------------------|
| School name   | Little Chalfont Primary School        |
| Number of pupils in school  | 243                                   |
| Proportion (%) of pupil premium eligible pupils                         | 2.05%                                 |
| Academic year/years that our current pupil premium strategy plan covers | 2025/2026                             |
| Date this statement was published                                       | December 2025                         |
| Date on which it will be reviewed                                       | December 2026                         |
| Statement authorised by   | Robert Hacking, Headteacher           |
| Pupil premium lead  | Robert Hacking,<br>Headteacher        |
| Governor / Trustee lead   | Simon Barrett – Chair of<br>Governors |

### Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £12714 |
| Recovery premium funding allocation this academic year  | £0     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £12714 |

## 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 great progress and reach their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, for pupils whose education has been most significantly affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel whilst being inclusive. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.   |
| 3                | Internal and external (where available) assessments indicate that maths attainment among most disadvantaged pupils is below that of non-disadvantaged pupils.  |

|   |   |
|---|---|
| 4 | <p>Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>   |
| 5 | <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 5 out of 6 disadvantaged pupils (83%) currently require additional support with social and emotional needs, with all 33% receiving small group interventions.</p> |
| 6 | <p>40% of our disadvantaged pupils had "good" or "excellent attendance. 1 child (20%) had persistently absent attendance. Overall attendance rate was 96.1% which is 1.4% better than National average.</p>   |

### 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  |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils.                                       | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.   |
| Improved reading attainment among disadvantaged pupils.  | KS2 reading outcomes in 2024-25 show that 100% of disadvantaged pupils met the expected standard (1 child) and achieved GDS   |
| Improved maths attainment for disadvantaged pupils at the end of KS2.  | KS2 maths outcomes in 2024-25 show that 100% of disadvantaged pupils met the expected standard (1 child) and achieved GDS.  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations. Introduction of Friday Pulse to measure teacher satisfaction levels.</li> <li>an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | <p>Sustained high attendance from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul> |

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

Budgeted cost: **£10000**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary through the Talk4writing process.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Dyslexia assessment for one child</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> | <p>1, 2, 3, 4</p>             |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Additional unit in guided reading added to include graphic novels.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                     | <p>1</p>                      |
| <p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Twinkl Phonics "Rhino Readers.</p>  | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | <p>2</p>                      |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will use this for resources, teacher cover time.</p>  | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>  | <p>3</p>                      |

|   |   |   |
|---|---|---|
|   | The EEF guidance is based on a range of the best available evidence:<br><a href="#">Improving Mathematics in Key Stages 2 and 3</a>   |   |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. The SENDCo will also audit current resources and identify resources required to improve provision.</p> <p>ELSA emotional intervention will be used to support disadvantaged children. 2 x adults will be trained to deliver the program.</p> | <p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>ELSA - <a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a></p> | 5 |

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

Budgeted cost: **£10000**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Purchase of selected guided reading texts which expose children to rich vocabulary. Talk4Writing internalizes language structures through repetition and drama.</p> <p>This will be used for resources and training.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>  | 1, 4                          |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Bespoke phonics intervention training booked for all staff for January INSET.</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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 2                             |

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

Budgeted cost: **£2714**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Continued whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>This will be used for training, coaching and Anti-bullying alliance resources/audit completion time in line with the Paul Dix "When the Adults Change" blueprint for positive behavior management.</p> | <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> | 5                             |
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and using attendance officer to improve attendance.</p>  | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>   | 6                             |
| <p>Contingency fund for acute issues.</p>   | <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 quickly to needs that have not yet been identified.</p>                              | All                           |
| <p>Transition group work with 627 transition for vulnerable children.</p>   | <p>Feedback from other schools shows impact of 627 transition work to secondary shows significant impact.</p>  | All                           |

**Total budgeted cost: £12714**

## 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 2023-24 academic year.

Our internal assessments during 2025-26 suggested that the performance of disadvantaged pupils above previous year in key areas of the curriculum (of 5 children 1 x GDS, 3 x ARE and 2 x below).

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by delivery of live teaching through Google Classroom. We also invited disadvantaged children to attend school during lockdown as part of the 'key worker' group. These assessments now show that the children are catching up and making progress.

Although overall attendance in 2024-25 was higher (96.1%) than the National average at 94.8%, it was higher than the national average by 1.3%. Disadvantaged pupil's attendance was just below the National average and in line with school average (96.1%).

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Externally provided programmes

| Programme                  | Provider  |
|----------------------------|---|
| Music lessons              | Bucks Music Trust<br>Rock and Pop foundation                                  |
| Emotional support - ELSA   | <a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a> |
| Communication intervention | <a href="https://www.teachneli.org/">https://www.teachneli.org/</a>           |
| Mental health first aider  | BUCKS Mind  |

### Further information

#### 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.
- A dyslexia assessment to support one of the pupils and help us understand any barriers to learning.
- utilising a [DfE grant to train a senior mental health lead \(DSL and mental health first-aider\)](#). 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 new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

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 school's 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 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.