Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2025 financial 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	Chater Junior School
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	33 (14.10)%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	July 2024
Date on which it will be reviewed	16th July 2025
Statement authorised by	Rajneet Khindey
Pupil premium lead	Aisha Tomlinson
Governor / Trustee lead	Claire Tessier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 44,400.00
Recovery premium funding allocation this academic year	£ 1,087.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£45,487.00

Part A: Pupil premium strategy plan

Statement of intent

At Chater Junior School, our core aim is **'Making Lives Better'.** This ethos drives all our staff members to dedicate themselves to the well-being and development of every child in our care. Therefore, we do not want our pupils to be part of the 16.4% of adults in England that have poor literacy skills because we know that low levels of literacy have a profound impact on the future lives of children.

Our core values: **integrity**, **resilience**, **collaboration** and **passion** sit at our heart and are reflected in everything we do.

Our intent is that all pupils identified as disadvantaged will make accelerated progress in Reading, Maths and Writing and that, as a result, more of our pupils who are disadvantaged will be working at age related expectation or above.

By identifying barriers to attainment in Reading, Maths and Writing for all pupils who are disadvantaged and by developing strategies to overcome these barriers through:

- quality first classroom teaching
- precisely targeted interventions
- strategies to improve engagement and attendance

We will increase the proportion of pupils in our school who achieve success. We want our pupils to have self-efficacy and confidence to become life- long learners, capable of achieving anything they set their minds to, irrespective of their background.

The aim of Pupil Premium is to enable the School to target pupil attainment and ensure that pupils who are disadvantaged achieve their maximum potential. In order to ensure that the additional monies have the maximum impact on pupils who are disadvantaged, thorough analysis is carried out of the children's academic progress against other pupils' prior attainment.

Strong leadership systems will ensure that Pupil Premium funding has the necessary impact. This includes a governor having responsibility for Pupil Premium (Claire Tessier), the leadership team leading the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium will be reported back to the Governors, ensuring that the school is held to account for the impact of spending.

We choose to believe that all children can succeed and have therefore decided that our ambition is that no child will be side-lined; we may not reach our target of 100% success but we are absolutely willing to try!

Challenges

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

Challenge number	Detail of challenge
1	**Language acquisition** Many of our pupil premium children do not have a history of rich and varied language experiences as non-pupil premium children seem to have, meaning knowledge of the world and vocabulary acquisition is limited. To narrow the language gap therefore means to proactively develop speaking and listening skills and to then build on language development. Pupils have limited and non-equitable access to educational and other experiences such as trips, music lessons, art galleries, museums, theatre.
2	**Mathematics , Reading and Writing outcomes.** Our data tells us that in KS2 national tests pupils in receipt of PPG perform less well than their peers in Maths and Writing. Our internal data reflects that the pupils are underachieving in Maths and Writing. Key factors in this are identified as: • a lack of fluency and stamina for reading which impacts on comprehension • spelling and a lack of fluency in the secretarial skills of writing impact on the construction of written work • lack of fluency in basic calculations impact on applying mathematical processes and reasoning.
3	**Social Emotional & Mental Health (SEMH)** Our assessments, discussions and observations have identified social, emotional and self-confidence difficulties for some of our disadvantaged pupils. Aspirations amongst some of our disadvantaged pupils is low. Our school will become a Therapeutic Thinking (Step on) school from January 2025 to support the range of needs within SEMH. We will continue to invest into ELSA (Emotional Literacy Support Assistant) to provide emotional and social skills to support children.
4	**Attendance** Our attendance data tells us that low attendance and persistent absenteeism is a barrier to learning and progress for some pupils. Some of the pupils' attendance is below the national target for all children of 96%. This reduces their school hours and causes them to fall behind as they miss key learning. This has impacted on progress across the curriculum but particularly in Writing and Maths.

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.

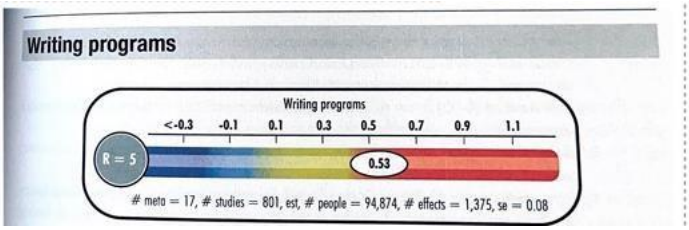
Intended outcome	Success criteria
The attainment of all pupils in receipt of the Pupil Premium Grant who are otherwise disadvantaged will show rapid progress each year so by the time they leave they will be in line or above with the attainment of their peers nationally.	• At the end of the summer term in each year group the proportion of children in receipt of the Pupil Premium Grant achieving expected standard will be in line or above national in reading, writing and maths. • Internal data will demonstrate clear progress towards the above. • In year 4 the proportion of children in receipt of the Pupil Premium Grant passing the multiplication check will be in line or above national.
Pupils to participate in a range of social/cultural and sporting activities to enable them to have new/wider experiences and help develop their language acquisition.	• Pupils to use tier 2/tier 3 vocabulary verbally and in their written work. • Pupils are able to talk at length and are able to confidently present to an audience, for example in class sharing assemblies. • Pupils including those with SEND to participate in at least one club per term. • Residential and class trips/workshops with financial support for pupils who are disadvantaged. • Improvement in parental satisfaction as demonstrated through annual parental surveys will increase year on year.
Provision is in place to ensure pupils to manage anxiety, gain confidence and independence.	• Pupils present with less anxiety, greater confidence and independence. • Pupils demonstrate greater resilience, including perseverance. • Pastoral care and provision maps reflect the support in place to meet pupil's identified needs.
Over three years, attendance will improve.	• In each year of the plan, an incremental rise of 1% per year will be seen in school attendance data • Persistent absenteeism will reduce • There will be no pupils who are disadvantaged identified as severely absent.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £22,743.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that the curriculum for writing gives precise guidance for teachings regarding what to teach and how to teach it.	Visible Learning: The Sequel (Hattie 2023) 	2
Vocabulary: Develop and widen vocabulary to ensure pupils have exposure to rich language at tier 2 and 3.	EEF IMPROVING LITERACY IN KEY STAGE 2 Summary of recommendation. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2 Staff CPD: VOCABULARY IN ACTION Classroom strategies for vocabulary and language Robust strategies for teaching vocabulary and modelling language use in the classroom **(adapted from Beck & McKeown).** Use these techniques as part of teacher modelling, explanation, and pupil practice to support your vocabulary teaching.	1 & 2
Develop, deliver and monitor impact of Maths CPD for all staff.	EEF IMPROVING MATHEMATICS IN KEY STAGES 2 AND 3 Summary of recommendation. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/maths-ks-2-3 	1 & 2

Develop, deliver and monitor impact of reading fluency and comprehension CPD for all staff.	EEF: Reading comprehension strategies +6 https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2	1, 2 & 3.
Embed live and meaningful feedback across the curriculum especially in Maths and Writing.	Feedback should be specific and clear, encourage and support further effort, and be given sparingly. https://educationendowmentfoundation.org.uk/education - evidence/teaching-learning-toolkit/feedback	2
Termly tracking and planning for pupils who are disadvanatged with every class teacher via Pupil Progress Meetings.	Disadvantaged pupils gain 1.5 years' worth of learning with very effective teachers. (Sutton Trust, Improving the Impact of Teachers on Pupil Achievement in the UK, 2011). https://www.suttontrust.com/our-research/improvingimpact-teachers-pupil-achievement-uk-interim-findings/	1, 2 & 3

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

Budgeted cost: £ 11,371.75

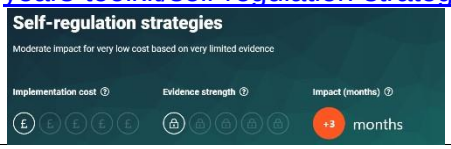
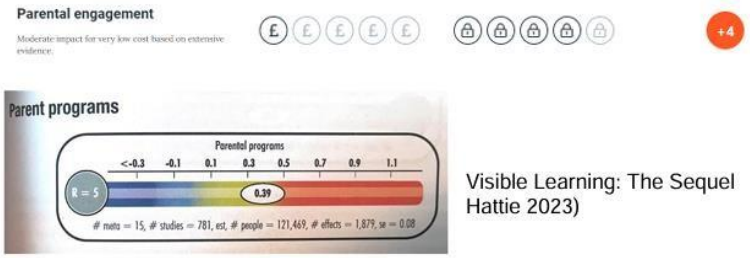
Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring 1:1 or small group in grammar and sentence structure.	EEF: One to one tuition +5 https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition	1, 2 & 3

Planned and purposeful intervention will be in place to address specific needs which cannot be met by quality first teaching.	EEF: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions	1, 2 & 3

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

Budgeted cost: £11,371.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time AHT for Inclusion to monitor and support pupils and families dealing with difficult issues including behaviour, attendance, punctuality, attitudes to learning and school.	 https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning	2,3 & 4.
Full time AHT for Inclusion and HT to conduct pupil voice once a term to ensure pupils have a clear sense of direction of what they want to get out of education.	 https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning	2,3 & 4.

SEMH: ELSA support for identified children every 6 weeks, 1:1. Sensory Room targeted support for children struggling with wellbeing or SEND need/ Drawing and Talking.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life (eg: improved academic performance, attitudes, behaviour and relationships with peers). 	1,2,3 & 4.
Our school will become a Therapeutic	EEF research evidence indicates that where children are provided with the tools to selfregulate this has a significant impact on outcomes for children. Where there is	2, 3 & 4.
Thinking school from January 2025 to support the range of needs within SEMH.	understanding of thoughts and feelings that prompt difficult or dangerous behaviour there is greater success in establishing prosocial behaviour. https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/self-regulation-strategies  	
Monitoring and providing support for improved attendance and persistent absentees by office administrator and Headteacher.	Attendance improvements when parents are informed and supported with attendance. EEF – Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy, including attendance data. https://educationendowmentfoundation.org.uk/educationevidence/using-pupil-premium	2, 3 & 4.
Parental workshops to support children's learning and access to curriculum.	EEF:  Visible Learning: The Sequel Hattie 2023)	2 & 3.
To provide support for parents through a designated Family Support Worker.	Strong parental engagement has been evidenced by EEF in particularly as an effective strategy to support children's learning and development.	2, 3 & 4.

Financial support for trips, music lessons, extracurricular clubs equality and inclusion.	Poverty is known to have a negative impact on outcomes for children as researched by those experts behind the pupil premium strategy. Access to uniform, clubs and trips will support families and this in turn will have a positive impact on education outcomes for children.	1, 2, 3 & 4.

Total budgeted cost: £45,487.00

Part B Pupil premium strategy outcomes

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

The attainment of all pupils in receipt of the Pupil Premium Grant who are otherwise disadvantaged will show rapid progress each year so by the time they leave they will be in line or above with the attainment of their peers nationally.

This academic year's data highlights a notable gap in pupil attainment, particularly in Reading, Writing, and Maths. Five pupils are currently listed on the SEND register. Addressing these disparities will remain a key priority as we plan and implement strategies for the upcoming academic year.

To support disadvantaged pupils effectively, the school's internal teacher assessment data will be used to inform and tailor provision, ensuring that support is targeted and impactful.

End of KS2 results

	Combined RWM	Reading	Writing	SPAG	Maths	Science
All	63%	78%	73%	83%	75%	78%
Pupil Premium **15 pupils**	40%	60%	53%	73%	47%	67%
Non pupil premium	86%	84%	80%	89%	84%	82%

Year Group/subject	Autumn 2024	Spring 2025	Summer 2025
Yr 3- Reading 6 pupils / 7 pupils	EXS & GDS = 83% GDS- 50%	EXS & GDS = 85% GDS- 43%	6 pupils EXS & GDS = 85% GDS- 67%
Yr 3- Writing	EXS & GDS =67% GDS=0%	EXS & GDS =71% GDS=0%	EXS & GDS =83% GDS=50%
Yr 3- Maths	EXS & GDS = 83% GDS-17%	EXS & GDS = 85% GDS-29%	EXS & GDS = 85% GDS-29%
Yr 4 – Reading 11 pupils	EXS & GDS =82% GDS= 9%	EXS & GDS =82% GDS= 9%	EXS & GDS =82% GDS= 9%
Yr 4 -Writing	EXS & GDS =36% GDS= 0%	EXS & GDS =36% GDS= 0%	EXS & GDS =54% GDS= 0%
Yr 4 - Maths	EXS & GDS =55% GDS= 0%	EXS & GDS =55% GDS= 0%	EXS & GDS =63% GDS= 0%
Yr 5 – Reading 5 pupils	EXS & GDS =80% GDS= 0%	EXS & GDS =80% GDS= 0%	EXS & GDS =80% GDS= 0%
Yr 5- Writing	EXS & GDS =60% GDS= 0%	EXS & GDS =60% GDS= 0%	EXS & GDS =60% GDS= 0%
Yr 5- Maths	EXS & GDS =60% GDS= 0%	EXS & GDS =60% GDS= 0%	EXS & GDS =60% GDS= 0%
Yr 6 – Reading 15 pupils	EXS & GDS =64% GDS= 0%	EXS & GDS =64% GDS= 7%	EXS & GDS =70% GDS= 7%
Yr 6- Writing	EXS & GDS =50% GDS= 0%	EXS & GDS =50% GDS= 0%	EXS & GDS =53% GDS= 7%
Yr 6- Maths	EXS & GDS =43% GDS= 7%	EXS & GDS =43% GDS= 7%	EXS & GDS =59% GDS= 7%

Pupils to participate in a range of social/cultural and sporting activities to enable them to have new/wider experiences and help develop their language acquisition.

Our school proudly offers a diverse range of extracurricular activities before school, at lunchtime, and after school. These include **sports, arts, science**, and much more—ensuring every child finds something to spark their interest. All activities are **free of charge**, fully **subsidised by the school**, and aim to support pupils' holistic development.

We carry out regular analysis of club attendance and hold **one-to-one meetings** with the Headteacher and Assistant Headteacher to understand pupils' engagement. Findings show:

Year Group	% of Pupils Attending School Clubs
Year 3 (8 pupils)	63%
Year 4 (11 pupils)	64%
Year 5 (5 pupils)	40%
Year 6 (15 pupils)	47%

Importantly, children who do not attend school-run clubs often participate in external community activities. This holistic picture helps us ensure every child is benefiting from enriching experiences.

We continue to **encourage club participation** and offer **practical support to parents** with bookings and arrangements—an approach that's made a positive difference this year

<table>
<tr>
<td>Provision is in place to ensure pupils to manage anxiety, gain confidence and independence .</td>
<td>The Headteacher and Assistant Headteacher for Inclusion held one-to-one meetings with pupils to gather their views on school life, aspirations, and how teachers could better support their learning in class. Insights from these conversations were shared with teaching staff to ensure pupils received appropriate support.

Additionally, targeted emotional well-being interventions—including ELSA sessions and Drawing and Talking therapy—were delivered to pupils who required them. These measures have had a noticeably positive impact on pupil well-being. For example, pupils in Year 6 have performed in the Summer production and pupils in Years 3-5 have performed in class assemblies.</td>
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<td>Over three years, attendance will improve.</td>
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<table>
<tr><td></td><td>September 2024 to July 2025</td><td>September 2025 to July 2026</td><td>September 2026 to July 2027</td></tr>
<tr><td>Attendance</td><td>91.5%</td><td></td><td></td></tr>
<tr><td>Authorised</td><td>5.6%</td><td></td><td></td></tr>
<tr><td>Unauthorised</td><td>2%</td><td></td><td></td></tr>
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The school will continue to monitor attendance and support families to ensure that attendance is in line with national or above</td>
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