



CHANDLERS FIELD SCHOOL

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chandlers Field Primary School
Number of pupils in school	332 (excl. Nursery) 369 incl. nursery
Proportion (%) of pupil premium eligible pupils	46% (excl. Nursery)
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025 – current year 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Governors
Pupil premium lead	Mrs Kelly Barnett
Governor / Trustee lead	Mr Alex Munro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 234,930
Recovery premium funding allocation this academic year Total	£0
<ul style="list-style-type: none">School-led tuition	£0
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	£ 234,930

Part A: Pupil premium strategy plan

Statement of intent

At Chandlers Field School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We know that our children will enter a world of work that is ever-changing and increasingly complex. Our aim is to ensure that throughout their time at Chandlers Field School, our children will become independent, resilient, curious and ambitious learners who have the experiences, knowledge, skills and confidence to succeed in the next stage of their learning and their future lives. We recognise that many of our children have barriers to their learning caused by deprivation and low levels of language on arrival at school. We know that the most effective way to raise attainment for all is to ensure all children receive quality first teaching. High-quality teaching is proven to have the greatest impact on closing the attainment gap and is at the heart of our approach. Non-disadvantaged pupils will also benefit from this approach.

Objectives:

- Narrow the attainment gaps between disadvantaged children and their non-disadvantaged peers.
- Ensure all pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and develop their resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world (cultural capital).

To ensure our strategy is effective, responding to common challenges and individual needs, we will:

- Ensure robust diagnostic assessment informs our approaches and activities
- Act early to intervene at the point need is identified, including through targeted intervention and support, to quickly address identified gaps in learning
- Ensure funding enables all children to access enrichment opportunities
- Provide social and emotional support to enable pupils to access learning within and beyond the curriculum
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations for what they can achieve.

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 also consider the challenges faced by our most vulnerable pupils and the activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge Number	Challenge Detail
1	<p>Attendance</p> <p>Low Attendance to school for our most vulnerable disadvantaged students negatively affects pupils' progress. Due to many of our PP families being larger families, absences can impact the whole family meaning more than one of the children's progresses could be impacted.</p>
2a	<p>Writing – transcriptional skills at word and sentence level</p> <p>Assessments, observations and on-going monitoring and 22-23 data suggests that disadvantaged pupils have significantly greater difficulties with writing/vocabulary compared to their non-disadvantaged peers. Progress for disadvantaged is also weaker than non-disadvantaged. Many of our parents also struggle with reading and writing themselves and therefore find it hard to engage in these activities at home.</p>
2b	<p>Reading – access to high quality literature and use of correct vocabulary</p> <p>Assessments, observations and on-going monitoring and 22-23 data suggests attainment and progress of disadvantaged pupils is below that of non-disadvantaged pupils in reading. Many of our disadvantaged children come to us with weak vocabulary which means they struggles to communicate and read as well as their peers. Many of our parents also struggle with reading and writing themselves and therefore find it hard to engage in these activities at home.</p>
2c	<p>Maths – basic understanding of number and 4 operations</p> <p>Assessments, observations and on-going monitoring and 22-23 data suggests attainment and progress of disadvantaged pupils is below that of non-disadvantaged pupils in maths.</p>
3	<p>Pupil (family) Wellbeing</p> <p>Our assessments, observations and discussions with pupils and families have identified a socio-economic gap. There are many social and emotional issues for our pupil premium students such as basic needs not being fully met (many families cannot afford school wear, equipment and/or food due to low incomes; anxiety and low self-esteem due to lack of aspirations and lack of parental aspirations; challenges in self-regulation. This results in challenges for some of our disadvantaged pupils, including behaviour and attitudes and impact on attainment. These challenges particularly affect disadvantaged pupils who have special educational needs.</p>
4	<p>Wider Pupil Participation</p> <p>Engagement in the extracurricular opportunities by pupil premium students is low due to financial constraints and lack of cultural capital. This means many of our disadvantaged children do not have access to opportunities/experiences such as to extra-curricular activities, music lessons, swimming lessons, residential visits, days out/trips.</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.

Challenges	Challenge number	Intended outcome	Success criteria
Attendance	1	Disadvantaged pupils' attendance and punctuality to improve. <i>Attendance data to be reviewed half-termly to measure impact</i>	Targeted families' attendance will improve from an average of 90% attendance across the year to at least 96% across the year. Number of lates decreases due to pupils attending on time.
Writing – transcriptional skills at word and sentence level	2a	Improved writing attainment and progress among disadvantaged pupils. <i>Sonar data to be reviewed to observe changes in core subject levels per term.</i>	KS1 & KS2 writing assessments show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils and make good progress compared to their peers. Bridge the vocabulary gaps between disadvantaged and non-disadvantaged.
Reading – access to high quality literature and use of correct vocabulary	2b	Improved reading attainment and progress among disadvantaged pupils. <i>Sonar data to be reviewed to observe changes in core subject levels per term.</i> Increased parental engagement in reading and sharing books at home.	KS1 & KS2 reading assessments show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils and make good progress compared to their peers. Bridge the vocabulary gaps between disadvantaged and non-disadvantaged.
Maths – basic understanding of number and 4 operations	2c	Improved maths attainment and progress among disadvantaged pupils. <i>Sonar data to be reviewed to observe changes in core subject levels per term.</i>	KS1 & KS2 maths assessments show that disadvantaged pupils achieve the same expected standard as non-disadvantaged pupils and make good progress compared to their peers.
Pupil (family) Wellbeing	3	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Targeted children are in school on time and are physiologically and emotionally ready to learn. Children are equipped with appropriate school wear, school resources and basic food/water needs are met.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent school improvement plan questionnaires and teacher observations
Wider Pupil Participation - cultural capital	4	To achieve greater access and participation by providing enriching experiences which enhances the curriculum offer for our disadvantaged pupils. Parents and carers work effectively in partnership with the school to support learning at home. <i>Parents involvement through regular meetings with teachers to be recorded. Sonar data to be reviewed to</i>	Sustained high levels of attendance and engagement demonstrated by: <ul style="list-style-type: none"> • significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Access to swimming for all PPG – increased number of children being able to swim 25m • Increase in PPG children accessing trips/residentials to provide first hand

		<i>observe changes in core subject levels per term.</i>	experiences they wouldn't otherwise experience. Parents and carers feel supported to help their child at home, and pupils achieve (or exceed) age-related-expectations in their focus area.
--	--	---	--

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: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching Each class teacher is clear on who their Pupil Premium children are and their barriers to learning. Time is taken to also understand how these children learn best, and steps are taken to reduce gaps in learning with targeted children through adaptive learning. Training support for all staff and LSAs in understanding how to develop metacognition and self-regulation so children are ready to learn and take responsibility for their learning.</p>	<p>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. (+7 months) EEF Metacognition & self regulation</p>	<p>1 2</p>
<p>Phonics HLTAs are addressing the needs of children in phonics intervention sessions.</p>	<p>A clear and targeted focus on addressing gaps in phonics and early reading allows children to rapidly catch up with their peers. EEF Phonics</p> <p>The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	<p>1 2</p>
<p>Reading, writing, maths Staff training on specific areas of need of the curriculum to ensure high quality delivery and consistency in areas such as Phonics, Maths No Problem, Reading, and Talk For Writing. TA training as above tailored to the needs of staff</p>	<p>The DfE Guidance ‘Supporting the attainment of Disadvantaged Pupils (2015)’, identifies that a focus on ‘quality teaching first’ provides a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils, and sharing best practice. EEF High Quality Teaching</p>	<p>1 2</p>
<p>Reading comprehension Further development of reading comprehension strategies to improve the learners’ understanding of the text. School’s DERIC/reading Spine</p>	<p>According to EEF: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (+6 months) EEF Reading comprehension strategies</p>	<p>2</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep up groups – from ongoing assessment, teachers to identify and plan for 1:1 or small group support to remove gaps in learning.	Gaps identified in formative assessment allow for targeted support for each pupil. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact. EEF Teaching Assistant Interventions	2, 3
Oral language development across the school to bridge the vocabulary gap between disadvantaged and non-disadvantaged. 1:1/small groups interventions as well as in class support for PPG so they can access learning across all subjects. Curriculum and subject leader development to ensure adaptive learning, key vocabulary and progression are appropriate to meet the needs of all learners.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. EEF Oral Language interventions	2, 3, 4
Holiday Catch-up programs – summer/Easter to support pupils in removing gaps in learnings	Providing additional support for disadvantaged pupils during holidays will allow those children to keep routines, have individualised support to remove gaps and ensure they are ready for the next stage of their learning. EEF Summer Schools	2, 3, 4

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attend Sunshine Daily Breakfast Club. Children in receipt of the Pupil Premium will be offered a free breakfast	A good breakfast enables the children to focus and engage in their learning throughout the morning and supports attendance in school. Research has demonstrated that persistent lateness/poor attendance has a significant and negative impact on academic levels. The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing & maths results by the equivalent of two	1 3

	<p>months progress per year.</p> <p>To build relationships with pupils and families, liaise with relevant services.</p>	
<p>Purchase additional, fully decodable home reading texts. Provide training for parents on phonics and home reading so they are able to support their child with reading at home.</p> <p>Purchase of core texts for PPG pupils</p>	<p>A clear and targeted focus on addressing gaps in phonics and early reading allows children to rapidly catch up with their peers.</p> <p>EEF Phonics</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p>	
<p>Pupils participate in a range of extra-curricular activities:</p> <ul style="list-style-type: none"> • Subsidized trips/visits • In school workshops • Extra-curricular clubs – offer a wider range of clubs to meet the child's interests and skills • Residential trips • Music lessons • Swimming lessons (Y3-Y5) 	<p>Pupils benefit from working with others and being introduced to a variety of experiences.</p> <p>Developing cultural capital within a school setting can give exposure to children to experiences that they may otherwise not have had. (a trip to the theatre/university etc)</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>EEF Outdoor learning</p>	<p>3</p> <p>4</p>
<p>Delight Arts project - Art/Drama projects Y3/Y5</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts-based approaches may offer a route to re-engage older pupils in learning, though this does not always translate into better attainment. It is important to consider how you will use increased engagement to improve teaching and learning for these pupils.</p> <p>EEF Arts Participation</p>	
<p>Parents of PPG children will be invited to a 'uniform exchange' where they can select school uniform for their children.</p> <p>PPG children in KS2 will have access to basic stationery pack to use in class.</p>	<p>According to research by EEF, wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>The Child Poverty Action Group (CPAG) noted that uniforms, equipment for classes and school trips were particularly important and seen as essential for shared school life (CPAG, 2003).</p>	<p>3</p>
<p>PPG children will have access to outdoor clothing and footwear in order to participate in Forest School.</p>	<p>Access to Forest School promotes children's self-belief, resilience, social skills, development of language skills, motivation and concentration (O'Brien and Murray: 2006)</p>	<p>3</p>
<p>Roar support in the playgrounds – develop social skills and game playing.</p> <p>Brite boxes project – weekly food boxes are given to targeted PPG families to</p>	<p>Healthy eating is a basic human right and educating children in good food choices is important. (rights of the child, NHS, WHO etc)</p>	<p>3</p>

support with healthy eating and develop cooking skills within the family.		
Wellbeing initiatives to support pupil wellbeing: <ul style="list-style-type: none"> • East to west • mind up • HSLW • Roar lunchtime support • Social/emotional interventions 	The DfE Guidance 'Supporting the attainment of Disadvantaged Pupils (2015)' identifies that treating children as individuals and providing targeted support for those pupils who are underperforming is more successful than applying generic intervention strategies.	3
Attendance rewards to encourage less lates and higher attendance through citizenship awards	Gov.uk – impact of attendance on academic achievement.	1

Total budgeted cost: £ 243,000

Part B: Review of outcomes in the previous academic year

Intended outcome	Review
<p>Attendance Disadvantaged pupils' attendance and punctuality to improve. <i>Attendance data to be reviewed half-terminly to measure impact</i></p>	<p>23-24 Attendance: 92.8% Persistent absence: 21.9% Lates: 1.5%</p>
<p>Writing Improved writing attainment and progress among disadvantaged pupils. <i>Sonar data to be reviewed to observe changes in core subject levels per term.</i></p>	<p>23-24 All PPG Attainment - PPG: 55.1%/Non-PPG: 60.3% Progress – PPG: 82.3%/Non-PPG: 92.3%</p> <p>PPG no SEND Attainment – PPG 77.2%/Non-PPG 94.9% Progress – PPG 70.9%/Non-PPG 89.8%</p>
<p>Reading Improved reading attainment and progress among disadvantaged pupils. <i>Sonar data to be reviewed to observe changes in core subject levels per term.</i> Increased parental engagement in reading and sharing books at home.</p>	<p>23-24 All PPG Attainment - PPG: 63.6%/Non-PPG: 80.1% Progress – PPG: 87.5%/Non-PPG: 89.7%</p> <p>PPG no SEND Attainment – PPG 88.6%/Non-PPG 94.9% Progress – PPG 83.7%/Non PPG 89.8%</p> <p>Only a handful of PPG families attended reading workshops across the year</p>
<p>Maths Improved maths attainment and progress among disadvantaged pupils. <i>Sonar data to be reviewed to observe changes in core subject levels per term.</i></p>	<p>23-24 All PPG Attainment - PPG: 62.1%/Non-PPG: 77.7% Progress – PPG: 84.4%/Non-PPG: 87.3%</p> <p>PPG no SEND Attainment – PPG 82.6%/Non-PPG 94.9% Progress – PPG 83.7%/Non PPG 84.8%</p>
<p>Pupil (family) Wellbeing To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Targeted children are in school on time and are physiologically and emotionally ready to learn. Children are equipped with appropriate</p>	<p>23-24</p> <ul style="list-style-type: none"> • School uniform exchanges were made – low parent uptake • Footwear vouchers given out to PPG families • Small number of PPG children attended breakfast club

<p>school wear, school resources and basic food/water needs are met.</p>	
<p>Wider pupil participation- cultural capital</p> <p>To achieve greater access and participation by providing enriching experiences which enhances the curriculum offer for our disadvantaged pupils.</p> <p>Parents and carers work effectively in partnership with the school to support learning at home. <i>Parents involvement through regular meetings with teachers to be recorded. Sonar data to be reviewed to observe changes in core subject levels per term.</i></p>	<p>23-24</p> <ul style="list-style-type: none"> ● % PPG chn who attended extra-curricular clubs: 24% ● mainly sports clubs available last year