

Pupil premium strategy statement – Chilton Foliat Church of England Primary School – 2025/2026

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	90
Proportion (%) of pupil premium eligible pupils	6/6.5% plus 3/3.5% Service
Academic year/years that our current pupil premium strategy plan covers the academic years; 2023/2024, 2024 to 2025 and 2025 to 2026.	3
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Katie Turner
Pupil premium lead	Katie Turner
Governor / Trustee lead	Jane Parrack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 8830
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <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>	£ 8830

Part A: Pupil premium strategy plan

Statement of intent

At Chilton Foliat Primary School, we accept responsibility for our disadvantaged and vulnerable pupils and are committed to meeting their pastoral, social and academic needs as with “thankfulness, courage and love we strive to improve heart and mind.” Our school Christian mission is to honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a thirst for knowledge. This is delivered in a safe, supportive and nurturing environment promoting self-discipline, motivation and excellence in learning. We encourage strong partnerships and positive relationships amongst pupils, parents, carers, staff and the wider community.

As a small school, we recognise that many pupils experience multiple and overlapping vulnerabilities. Whilst this strategy is focused on improving outcomes for disadvantaged pupils, the approaches and provision described are intended to support all pupils facing barriers to learning. Support is therefore allocated based on identified need, ensuring that every child has the opportunity to thrive and achieve their potential.

Our intention is to continue to embed all Quality First Teaching (QFT) principles and practice, which will make a positive difference to the lives and educational outcomes of all our pupils, including those who are disadvantaged. Our QFT practice will be informed by evidence informed research. Our Pupil Premium Grant (PPG) will be used to tailor our curriculum to best support our disadvantaged and vulnerable pupils enabling them to make consistently good progress from their individual starting points. QFT is proven to have the greatest impact on closing the disadvantaged attainment gap as well as improving the attainment for all our pupils. Central to our approach in delivering QFT is the focus on early reading, developing oracy and vocabulary and reading for fluency and pleasure across the whole of the curriculum. Teaching for Mastery underpins our belief that all children can achieve in Mathematics. Most recently we are focussed on improving writing standards across the school. We believe that a longer lasting impact of interrupted learning as a result of COVID-19 has had a significant impact on transcriptional writing skills: grammar, punctuation, handwriting and spelling. We are determined to put this right and support our pupils to improve their writing stamina and technical content. This strategy is being implemented over a three-year period and is closely aligned with the school's three-year School Development Plan. This alignment ensures that pupil premium funding is deployed strategically to support our wider school improvement priorities and secure sustained improvements in outcomes for all pupils.

We will deliver a full and rich learning experience for all and continue to seek out opportunities that broaden horizons, empower courageous advocacy and embed a deep understanding of the impact of living out our school values. All members of staff and governors will ensure that our disadvantaged and vulnerable pupils receive the same opportunities as their non-disadvantaged peers identifying and applying a range of additional individualised opportunity; practical, academic and financial. Driven by our Three-Tiered approach to teaching and learning, delivering high quality universal and inclusive provision (the five a day) providing targeted academic support and engaging with wider strategies when needed – getting it right

for our vulnerable learners means we get it right for all our learners. We understand the importance of equity where every single one of our children gets the best possible provision.

By the end of their Chilton Foliat Primary School journey, we want our children to leave Chilton Foliat with a deep understanding of living out our school vision and values. As a result, our pupils will be well-rounded, confident and compassionate individuals able and willing to contribute positively to a wider community. Our ambition for all our pupils is for them to continue to want to thirst for knowledge and strive to improve heart and mind, enjoying a diverse education in their next educational setting.

Our disadvantaged and vulnerable pupil pledge. We will:

- Be responsive to common challenges and individual needs
- Conduct continuous and robust diagnostic assessment to support ongoing strategic decision making
- Adopt a whole school approach where all staff are aware of who our vulnerable learners are and take a collective responsibility for outcomes and raising expectations across the curriculum
- Apply our inclusion focussed Three-Tiered approach: universal provision, targeted support and intervention and wider strategies at the earliest opportunity for our disadvantaged and vulnerable learners
- Continue to improve our engagement with and support for our disadvantaged and vulnerable families for the benefit of the pupil and their surrounding family network.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Vulnerable children are more likely to struggle with attendance especially with those whose needs are not yet fully assessed and supported. These include children who have SEND and who are disadvantaged,
2	By the end of last academic year (2025) PP outcomes working at or above expected in English Reading, Writing and Maths were: 76%, 63% and 63% respectively. Because of the changing disadvantaged profile of pupils (Year 6 leavers) and the small number of pupils in our disadvantaged cohort (6) comparing year on year data is statistically unreliable. Interventions are in place for all vulnerable pupils who need additional and focussed support to close the gap in their individual subject attainment.

3	Writing processes are underdeveloped, although improving as part of 3-year strategic focus. As a result of detailed analysis of writing standards across the school in 2024-2025 and with particular attention to special groups, gaps in transcriptional writing skills which had previously been identified are closing, but there is still work to be done. Due to the very small number of disadvantaged pupils within the school, attainment and progress data should be interpreted with caution. Fluctuations in cohort size can significantly affect percentages and reduce statistical reliability. The school therefore supplements quantitative analysis with a personalised, whole-child review of each pupil, taking account of a range of characteristics and contextual factors, including date of admission, SEND, attendance and individual barriers to learning. Whole school writing attainment <table><tr><td></td><td>2022-2023</td><td>2023-2024</td><td>2024 -2025</td></tr><tr><td>Whole School</td><td>54% (73)</td><td>58% (74)</td><td>60% (91)</td></tr><tr><td>Disadvantaged</td><td>63% (8)</td><td>63% (6)</td><td>50% (6)</td></tr><tr><td>KS2 Year 6</td><td>58% (12)</td><td>60% (15)</td><td>73% (11)</td></tr><tr><td>KS2 Year 6 Disadvantaged</td><td>0% (2)</td><td>100% (1)</td><td>0% (1)</td></tr></table>		2022-2023	2023-2024	2024 -2025	Whole School	54% (73)	58% (74)	60% (91)	Disadvantaged	63% (8)	63% (6)	50% (6)	KS2 Year 6	58% (12)	60% (15)	73% (11)	KS2 Year 6 Disadvantaged	0% (2)	100% (1)	0% (1)				
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4	Analysis of writing outcomes has identified spelling as a particular area of relative weakness within the transcription component of writing. While pupils generally demonstrate strong compositional skills, inaccuracies in spelling can limit the quality and effectiveness of their written work. To address this, the school has adopted a phonics-first approach to the teaching of spelling, building upon its established strengths in early reading. Through ongoing collaboration with the Ramsbury English Hub and the sustained development of an evidence-informed writing curriculum, the school is extending the principles of high-quality phonics teaching beyond Early Years and Key Stage 1 to support accurate spelling across the school. Phonics Screen outcomes <table><tr><td></td><td>2022-2023</td><td>2023-2024</td><td>2024 -2025</td></tr><tr><td>Year 1</td><td>87% (15)</td><td>83% (12)</td><td>88% (17)</td></tr><tr><td>Disadvantaged</td><td>100% (2)</td><td>100% (2)</td><td>N/A</td></tr></table> GPS (Year 6) outcomes <table><tr><td></td><td>2022-2023</td><td>2023-2024</td><td>2024 -2025</td></tr><tr><td>Year 6</td><td>69% (13)</td><td>67% (15)</td><td>73% (11)</td></tr><tr><td>Disadvantaged</td><td>50% (2)</td><td>0% (1)</td><td>0% (1)</td></tr></table>		2022-2023	2023-2024	2024 -2025	Year 1	87% (15)	83% (12)	88% (17)	Disadvantaged	100% (2)	100% (2)	N/A		2022-2023	2023-2024	2024 -2025	Year 6	69% (13)	67% (15)	73% (11)	Disadvantaged	50% (2)	0% (1)	0% (1)
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5	Assessments including pupil survey, pupil voice and discussions with pupils and families have identified social and emotional issues which need additional support. As a result, the emotional wellbeing and resilience for a proportion of pupils eligible for PP is lower than other pupils and can be attributed to levels of academic progress across some areas of learning.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, (2024 – 2026) and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The attendance of our disadvantaged pupils continues to be at least in line with the rest of school and meeting the national target for attendance.	Overall attendance is at national or greater. Attendance is the same as or greater than their non-disadvantaged pupils. Where a declining attendance is spotted, swift intervention follows and support to improve barriers to attendance is put in place.
All pupils will receive access to consistent and high quality, Quality First Teaching, through the school's inclusive Three-Tiered approach.	Monitoring and evaluation, both internal and external will show that teaching is consistently good. Teachers and support staff will know, use, share experience of and review the guiding principles of QFT as outlined by the Educational Endowment Foundation 2020. The QFT focus for 2024/2025 is Explicit Teaching and Instruction in all lessons: Engage, I do, you do, we do and the application of practice and retrieval as part of overall lesson design.
The attainment and progress of our disadvantaged children matches that of expected national standards in reading, writing and mathematics.	Data shows that accelerated progress is made over the three years, particularly in essential skills, phonics and MTC. A focus on English Writing and improving outcomes is key.
Pupils are supported with their phonics practice and reading at home and families engage with the school to ensure a collaborative approach to success in phonics knowledge and application to fluent early reading.	To match and exceed national phonics screen pass rate and to ensure that phonics knowledge is applied to reading fluency and comprehension. All current PP children passed their phonics screen in Year 1.
To extend our already secure and robust reading framework across the school that incorporates the conceptual model of reading with additional work to be achieved on reading fluency - Reading for pleasure (reading aloud, social reading, reading environment and informal book talk) - Word Reading - Comprehension	English Lead to devise and implement reading framework plan. To continue to secure 100% for all pupil premium pupils in their phonics screen Implementation will have secured evidence for reading for pleasure. Reading strategy to be revised to include intent for reading fluency.

	Lowest 20% of vulnerable pupils to receive daily interventions or be read to daily. 100% of PP chn achieve the expected standard in reading by the end of each academic year and progress is maintained, if not exceeded.
Pupils will enjoy the writing process, recognising its purpose. Instructional leadership of writing will be developed whereby standards will be monitored internally and externally. Progress of all disadvantaged pupils will be in line or exceed that of other learners. As a result of the school's writing strategy (published 2023/2024) all PP chn will be supported in their application of transcriptional skills.	Through QFT – Explicit Teaching and Practice and Retrieval and targeted intervention, all disadvantaged pupils will make the same amount of progress, based on their prior attainment in writing as their peers. Progress in handwriting, spelling and application of technical skills will have improved and be measured by end of year outcomes.
Pupils will be able to apply mathematical skills across the curriculum; their progress will at least be in line with other learners.	Through QFT and targeted intervention, all disadvantaged pupils will make the same amount of progress, based on their prior attainment in maths as their peers. In Early Years KS1 and Year 3, the impact of the NCETM Mastering Number programme will be measured.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promoting Inclusion	To remove barriers to attendance by further refining and sustaining our holistic school approach to building a culture of community and belonging. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.	All
To improve high quality inclusive teaching through the integration of	We have succeeded in embedding our Quality First Teaching principles and practice, based on the EEF 5-a-day toolkit. The strategies used by our teaching team are rooted in research informed evidence into	All

the “five-a-day” Quality First Teaching (QFT) approach into daily practice.	the very best strategies for children who are currently SEND or in receipt of Pupil Premium. This research recognises that getting the provision right for these children means getting it right for everyone (Three-Tiered approach). We believe that lesson design focussing on Explicit Teaching has the greatest impact in enabling our pupils to thirst for knowledge and to want to strive to improve heart and mind. It will also be suitable to monitor the delivery of Practice and Retrieval as the research shows pupils confidence and learning fluency with a wide range of knowledge and skills, improves through engaging with guided and independent practice. EEF Guide to Using Pupil Premium CPD via School Improvement Adviser delivered to whole school teaching team. Focus on transcriptional skills. Development and Implementation of whole school writing and reading strategies Development and Implementation of whole school Three-Tiered Approach to teaching and Learning Sharing QFT approach to teaching and learning with Governing Body Reader Leader and English Lead Training in Reading Fluency The introduction of Mastering Number – dedicated programme to improve fundamental number knowledge in Early Years and KS1. Costed provision for training and release time for Reader Leader and Maths Subject Lead.	
Purchase of standardised reading age diagnostic assessments.	Standardised English, Reading Writing and Maths 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.	2,3,4
Training in new DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Unlocking Letters and Sounds has been purchased as the SSP programme for the teaching of phonics. Training to apply the programme is in progress. With training the school will be able to offer a complete programme is one that provides all that is essential to teach SSP to children in reception and key stage 1 years of mainstream primary schools, up to or beyond the standards expected by the national curriculum and provides sufficient support for them to become fluent readers. New members of the teaching team receive specific ULS whole day training and are further supported by the school’s reader leader. Costed Provision for training/trainee release time. choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes	2,3,4
To secure a robust reading strategy across the school that incorporates the	As part of the revised reading strategy to include focus on reading fluency to develop a whole school ‘Just Reading’ approach based on evidence informed practice: Myatt, Fletcher and Hills – (Just Reading	2,3,4,5

conceptual model of reading: reading fluency; social reading environment; reading aloud; independent reading and informal book talk.	Primary Project spotlight on Gloucester Road Nursery and Primary school). And Evidence shows that when teachers widen their knowledge and pleasure in reading children's literature and other texts, and become more aware of their own and the children's reading practices, they began to reconceptualise reading from the inside out, and more effectively built a RfP pedagogy and strong communities of readers within school (Cremin et al., 2014). The school's Reader Leader (Early Years) and English subject leader will set about writing and implementing a strategy for reading which will influence teachers' capacity to effectively develop children's engagement as readers- readers who like reading, who chose to read and who want to talk about what they are reading with interested others. The framework will be based on the elements: reading fluency, social reading environment; reading aloud; independent reading and informal book talk. Costed provision for training and subject leader release time. the-reading-framework-teaching-the-foundations-of-literacy www.ourfp.org www.ukla.org	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group and 1:1 Tuition.	The impact of small group tuition is four additional months' progress on average over the course of a year. Evidence shows that additional tuition is most beneficial in small groups. We aim to target those pupils identified at risk of falling behind, those who have poor attendance and those who come from time-poor families. Evidence also shows that increasing the personalised nature of education can have a positive impact on attendance. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	All
Additional reading and phonics and interventions	Children identified to be in the lowest 20% receive daily 1:1 phonics reading intervention sessions. The interventions are carried out by both phonics trained teachers and teaching assistants. All phonics and	2,3,4,

for the lowest 20%.	reading interventions are monitored by the school's Reader Leader. Costed provision for training and trainer/trainee release time. Phonics Toolkit Strand Education Endowment Foundation EEF	
Redistribution of Teaching Assistants to enable the provision of TA Interventions.	When deployed in a meaningful and purposeful way, teaching assistants can provide a positive impact on educational outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact. School staff organisation will add value to direct teaching delivered by teachers and all pupils that struggle most to have as much time with the teacher as others. Increased personalisation nature of education can have a positive impact on attendance. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	All

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

Budgeted cost: £ 3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
The attendance for all pupils including PP pupils to be at or above 95%. Embedding principles of good practice set out in Paul Dix "When Adults Change, Everything Changes" reading will equal improved attendance and outcomes.	The DfE guidance has been informed by schools that have significantly reduced levels of persistent absence. school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	All
ELSA (Emotional Literacy Support Assistant) Programme. Anxiety will be reduced through regular support (including ELSA) and therefore attitude and attendance should improve.	Evidence shows that Emotional Literacy support interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainment. educationendowmentfoundation.org.uk/education-evidence//social-and-emotional-learning	All

Breakfast Club – offer of financial support for disadvantaged pupils.	The Education Endowment Foundation (EEF) evaluation of school breakfast clubs found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools. Similarly, breakfast provision helps ensure that no child has to learn when they are hungry. There is also evidence that it improves attendance.	All
After School Clubs, Trips, (including Residential) and Music Tuition	Additional non-academic activities can provide free or low-cost alternatives to sport, music, and other enrichment activities (such as trips and camps) that more advantaged families are more likely to be able to pay for outside of school. Having the option to attend these after school activities, can also have an impact on attendance due to the requirement to be in school to attend. educationendowmentfoundation.org.uk/teaching-learning-toolkit/extending-school-time	All
Investment in Well-being and Mental Health Lead training. Implementation and Impact	The role of the mental health and well-being lead will contribute to promoting good mental health and emotional wellbeing amongst pupils of all ages by: • Developing a whole school approach to support mental wellbeing • Teaching about mental health and wellbeing through a programme of PSHE. Costed provision for mental health lead training and release time.	All

Part B: Review of the previous academic year 2024/2025

Outcomes for disadvantaged pupils

Challenge	How Challenge was met = Impact			
Attendance	Attendance. Based on end of year figures, our PP (6) pupils achieved an overall attendance figure of 96.1%. 100% PP chn achieved attendance of higher than 90%. We will continue to strive to achieve 100% of PP attendance which is at or above national.			
Based on end of year assessments for the academic year 2024/2025 progress should be expected or better than expected.				
	2025	Reading	Writing	Maths
	Expected progress	100%	83%	83%
	Progress group average	0.0	-0.2	0.0
	Expected or better progress from individual starting points	100%	83%	100% 17% better than expected progress
	All staff have improved their knowledge and understanding of Quality First Teaching strategies and techniques and apply them in the classroom. They are also using a wider range of diagnostic assessment tools helping to identify specific strengths and needs in the moment of learning.			
Evidence from assessments indicated the phonics knowledge was not being applied to early reading and reading for fluency as well as it should.	Staff have made positive efforts to engage in informal dialogue with all families who need encourage to read more with their children at home based on the models and practices of the designated school SSP programme. As a result of parent sessions and distribution of home learning support materials, families are more knowledgeable about how to apply the SSP whilst reading with their children at home. The whole school has invested in new reading books, both schematic and for reading for pleasure, linked to the curriculum. As a result, EYFS/KS1 families are more conversant with how home reading books are linked to the SSP. As a result of targeted interventions, a positive shift in reading outcomes is evident. 100% (6/6) of our PP chn across the school achieved the expected standard in reading.			
Writing processes are underdeveloped. Gaps have been	All pupil premium pupils benefited from either small group or 1:1 intervention work in reading, phonics and transcriptional writing skills. Those PP pupils who were working below the expected standard in			

identified in the application of phonics knowledge to spellings in KS1. In KS2 phonetical application continues to be a barrier resulting in poor levels of spelling.	more than one core subject received NTP. Meeting the challenge to improve writing processes for our PP chn remains. Actions to remedy these deficits are contained within the School Development Plan 2025 2026 and include: • The continued focus improving writing fluency across the school; oral language, spelling, handwriting and sentence-level skills so that all children can write freely and happily. • The production of a bespoke spelling and handwriting provision check list. Including instruction for how to teach tier 2 and 3 vocabulary discretely and with purpose. • Expectations for high standards in writing will be universal across all subjects. Training for this purpose will be obtained via Chris Quigley – Writing to Learn • Continuing the school's phonics first approach to spelling • Building confidence will continue when making judgments of writing standards for all groups of children. Aided by building SL links across the Hub. Current English Subject Leader is also training to be a writing moderator ready for June 2026.
A minority of our disadvantaged pupils are not well-supported at home because value is not placed on education.	Post pandemic, the value of being back at school and the value of education has been fully re-established with the purposeful re-introduction of all school systems, routines, events and communications. All our families are valued and welcomed and included. We know that 100% of our pupil premium chn enjoy school and feel well supported (see disadvantaged pupil voice pupil survey). Alternative in-house provision such as ELSA and Nature and Nurture is provided on a case-by-case basis. A strategic priority for 2024 2025 included in the School Development Plan is to remove barriers to attendance by further refining and sustaining our holistic school approach to building a culture of community and belonging.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Tables Rock Stars	TT Rockstars
Unlocking Letters and Sounds	Ransom
NFER Standardised Tests	NFER
History Association	HA
Geography Association	GA

Widget	Widget
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)