

Pupil premium strategy statement – Chilton Foliat Church of England Primary School – 2024/2025

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school’s use of pupil premium (and ~~recovery 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	92
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 (3 year plans are recommended)	3
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£ 12,804
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>	£ 12,804

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.

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.

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 disadvantaged are and take a collective responsibility for outcomes and raising expectations across the curriculum
- Apply the 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 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, PP outcomes working at or above expected in English Reading, Writing and Maths were: 67%, 50% and 83% respectively. Early Autumn assessment shows that outcomes for the new academic year curriculum were broadly the same. Progress between the two periods is positive, although English writing for 3 pupils needs further scrutiny. Interventions are in place for all vulnerable pupils who need additional and focussed support to close the gap in their individual subject attainment. Please note that the school takes a cautious approach in the first formal assessment phase of the academic year, especially for English Writing.
3	For a small proportion, 1 out of the 6 PP pupils, evidence from assessments indicate that whilst phonics knowledge is being applied well to early reading, reading for fluency needs further support.
4	Writing processes are underdeveloped, although improving as part of 2-year strategic focus. As a result of detailed analysis of writing standards across the school in 2023-2024 and with particular attention to special groups, gaps in transcriptional writing skills have been identified. In 2022-2023 whole school writing outcomes at the expected level were unacceptably low (54%). This area for improvement is a major focus for school improvement 2023 – 2025. The school has adopted a phonics first approach to the discrete teaching of

	spelling. It has developed a writing strategy based on evidence informed literature. It is also focussing on raising standards in all foundation subjects based on Writing to Learn principles advocated by Chris Quigley. The school continues to work with The Ramsbury English Hub to maintain its excellent phonics practice in Early Years and KS1 and the school is using this strength and depth to apply to its universal phonics first approach to spelling across the school.
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.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, (2022 – 2025) 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 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.

<p>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</p> <ul style="list-style-type: none"> - Reading for pleasure (reading aloud, social reading, reading environment and informal book talk) - Word Reading - Comprehension 	<p>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 pupil premium 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.</p>
<p>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.</p>	<p>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.</p>
<p>Pupils will be able to apply mathematical skills across the curriculum; their progress will at least be in line with other learners.</p>	<p>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.</p>

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: **£1558**

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	All

	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.	
To improve high quality inclusive teaching through the integration of the “five-a-day” Quality First Teaching (QFT) approach into daily practice.	<p>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 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.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p> <p>EEF Guide to Using Pupil Premium</p> <p>CPD via School Improvement Adviser delivered to whole school teaching team. Focus on transcriptional skills 2023/25</p> <p>Development and Implementation of whole school writing and reading strategies</p> <p>Development and Implementation of whole school Three-Tiered Approach to teaching and Learning</p> <p>Dedicated Teaching Assistant Training in QFT (Maths focus via Mobius Hub)</p> <p>Sharing QFT approach to teaching and learning with Governing Body</p> <p>Reader Leader and English Lead Training in Reading Fluency</p> <p>The introduction of Mastering Number – dedicated programme to improve fundamental number knowledge in Early Years and KS1.</p>	All
Purchase of standardised reading age diagnostic assessments.	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2,3,4
Training in new DfE validated Systematic Synthetic Phonics	<p>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</p>	2,3,4

<p>programme to secure stronger phonics teaching for all pupils.</p>	<p>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. Training costs will be incurred.</p> <p>choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p>	
<p>To secure a robust reading strategy across the school that incorporates the conceptual model of reading: reading fluency; social reading environment; reading aloud; independent reading and informal book talk.</p>	<p>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 Primary Project spotlight on Gloucester Road Nursery and Primary school). And</p> <p>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).</p> <p>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.</p> <p>the-reading-framework-teaching-the-foundations-of-literacy www.ourfp.org www.ukla.org</p>	<p>2,3,4,5</p>

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

Budgeted cost: £ **8623**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small Group and 1:1 Tuition.</p>	<p>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</p>	<p>All</p>

	<p>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.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
Additional reading and phonics and interventions for the lowest 20%.	<p>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 reading interventions are monitored by the school's Reader Leader.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3,4,5
Redistribution of Teaching Assistants to enable the provision of TA Interventions.	<p>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.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	All

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

Budgeted cost: £ 3589

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.	<p>The DfE guidance has been informed by schools that have significantly reduced levels of persistent absence.</p> <p>school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	All
ELSA (Emotional Literacy Support	Evidence shows that Emotional Literacy support interventions have an identifiable and valuable	All

<p>Assistant) Programme. Anxiety will be reduced through regular support (including ELSA) and therefore attitude and attendance should improve.</p>	<p>impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainment.</p> <p>educationendowmentfoundation.org.uk/education-evidence//social-and-emotional-learning</p>	
<p>Breakfast Club – offer of financial support for disadvantaged pupils.</p>	<p>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.</p>	<p>All</p>
<p>After School Clubs, Trips, (including Residential) and Music Tuition</p>	<p>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.</p> <p>educationendowmentfoundation.org.uk/teaching-learning-toolkit/extending-school-time</p>	<p>1,2,5</p>
<p>Investment in Well-being and Mental Health Lead training. Implementation and Impact</p>	<p>The role of the new mental health and well-being lead will contribute to promoting good mental health and emotional wellbeing amongst pupils of all ages by:</p> <ul style="list-style-type: none"> • Developing a whole school approach to support mental wellbeing • Teaching about mental health and wellbeing through a programme of PSHE. 	<p>1,2,5</p>

Part B: Review of the previous academic year 2023/2024

Outcomes for disadvantaged pupils

Challenge	How Challenge was met = Impact																																
Attendance	Attendance. Based on end of year figures, our PP pupils achieved an overall attendance figure of 95.5%. (6/8) PP chn achieved attendance of higher than 90%. For the 2 pupils with attendance lower than 90% (89% and 87%) there were specific reasons and school was in close contact with the families. 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 2023/2024 progress should be expected or better than expected compared to the previous reporting period.	<p>Based on internal summer assessments improvement compared to the previous plan year are evident. It is particularly pleasing to see than better than expected progress, i.e., accelerated progress has been made by the majority of our PP pupils. It must be noted that the pupil premium cohort has differences year on year and results cannot be compared like for like.</p> <p>PP chn working at the expected standard or above.</p> <table border="1"> <thead> <tr> <th>2024</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td></td> <td>76%</td> <td>63%</td> <td>63%</td> </tr> <tr> <td>Progress group average</td> <td>+0.2</td> <td>+0.6</td> <td>+0.4</td> </tr> <tr> <td>Expected or better progress from individual starting points</td> <td>100% 25% better than expected</td> <td>100% 63% better than expected</td> <td>100% 38% better than expected</td> </tr> <tr> <th>2023</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> <tr> <td></td> <td>75%</td> <td>38%</td> <td>63%</td> </tr> <tr> <td>Progress group average</td> <td>0.0</td> <td>0.0</td> <td>+0.1</td> </tr> <tr> <td>Expected or better progress from individual starting points</td> <td>100% 33% better than expected</td> <td>100% 33% better than expected</td> <td>100% 17% better than expected</td> </tr> </tbody> </table> <p>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.</p>	2024	Reading	Writing	Maths		76%	63%	63%	Progress group average	+0.2	+0.6	+0.4	Expected or better progress from individual starting points	100% 25% better than expected	100% 63% better than expected	100% 38% better than expected	2023	Reading	Writing	Maths		75%	38%	63%	Progress group average	0.0	0.0	+0.1	Expected or better progress from individual starting points	100% 33% better than expected	100% 33% better than expected	100% 17% better than expected
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<p>Evidence from assessments indicated the phonics knowledge was not being applied to early reading and reading for fluency as well as it should.</p>	<p>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.</p> <p>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.</p> <p>As a result of targeted interventions, including NTP, a positive shift in reading outcomes is evident. 76% (6/8) of our PP chn across the school achieved the expected standard in reading. Despite targeted interventions 33% (2/8) of our PP pupils were working just below the expected standard and interventions continued until the very end of the academic year.</p>
<p>Writing processes are underdeveloped. Gaps have been 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.</p>	<p>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 more than one core subject received NTP. Meeting the challenge to improve writing processes for our PP chn remains.</p> <p>Actions to remedy these deficits are contained within the School Development Plan 2024 2025 and include:</p> <ul style="list-style-type: none"> • 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 2025.
<p>A minority of our disadvantaged pupils are not well-supported at home because value is not placed on education.</p>	<p>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</p>

	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.
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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

Service pupil premium funding (optional)

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

Further information (optional)

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