

PUPIL PREMIUM STRATEGY STATEMENT



CHALKHILL PRIMARY SCHOOL

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chalkhill Primary School
Number of pupils in school	448 with nursery 410 without nursery
Proportion (%) of pupil premium eligible pupils	29.7 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Cloete Headteacher
Pupil premium lead	Ms Sarkar Assistant Headteacher
Governor / Trustee lead	Ms Z Manda Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (25/26 FY allocation)	193,920
Recovery premium funding allocation this academic year (24/25 FY allocation)	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year 2025-26 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	193,920

Part A: Pupil premium strategy plan

Statement of intent

At Chalkhill Primary School, we hold high aspirations and ambitions for all our children, firmly believing that there are no limits to what they can achieve. No child should be left behind. Our aim is to ensure that pupils from disadvantaged backgrounds fully benefit from school-wide opportunities, equipping them with the cultural and social capital needed to successfully transition to their next stage of education, training, or employment.

Our Pupil Premium strategy focuses on supporting disadvantaged pupils to achieve these goals, including ensuring progress for those who are already high attainers. We also consider the unique challenges faced by vulnerable pupils, such as those with social workers, those living in shared or unstable housing, privately fostered children, or families who may not meet the criteria for Pupil Premium funding. The activities outlined in this strategy are designed to support the needs of all pupils, regardless of their eligibility for funding.

Key Objectives:

1. **Close the Attainment Gap:** The primary goal is to help disadvantaged pupils meet or exceed national expectations and challenge high-attaining pupils. There is a focus on improving reading, writing, and math outcomes while fostering a love for learning from an early age.
2. **Language Development:** Developing pupils' language skills is a priority, particularly for those with English as an Additional Language (EAL) and pupils identified with low communication and language skill in the early years, which can be a key barrier to progress in the early years of schooling.
3. **High-Quality Teaching:** The strategy emphasises ensuring high-quality first teaching for all pupils, supported by robust monitoring and tailored professional development (CPD) for staff. The aim is to broaden pupils' horizons and provide them with a rich and varied curriculum.
4. **Social and Emotional Support:** Emotional well-being is addressed through comprehensive support systems, including Unlocking Potential therapeutic support, Brent Mental Health Practitioners, and the in-house Emotional Literacy Support Assistants (ELSA) team. This ensures that pupils and their families receive the emotional and social support they need for successful learning.
5. **Improved Attendance:** Early intervention is emphasised in tackling attendance issues, with close collaboration between the school, families, and the Local Authority Educational Welfare Officer (EWO) to address challenges as soon as they arise.
6. **Targeted Interventions:** Regular assessments and needs analysis guide the allocation of Pupil Premium funding, ensuring that interventions are targeted to address specific learning barriers for disadvantaged and vulnerable pupils.
7. **Enrichment Opportunities:** Financial support is provided to ensure that disadvantaged pupils can participate in school trips, after-school clubs, and even receive necessary resources like school uniforms. These opportunities help broaden pupils' experiences beyond the classroom.
8. **Whole-School Culture of Responsibility:** A strong school culture is fostered, where all staff are held accountable for the progress and well-being of disadvantaged pupils. The goal is to create a shared commitment to raising expectations and aspirations for all pupils.

Purpose:

Chalkhill Primary School's values of Respect, Empathy, Aspire, Courage and Honesty underpin the entire strategy. These principles drive the school's efforts to remove barriers to learning and ensure every child, regardless of background, can achieve their full potential.

This strategy reflects a holistic approach to early childhood education, ensuring both academic progress and emotional development are prioritised for all pupils, particularly those facing disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils generally start their education with a vocabulary deficit and below average baseline attainment in all areas. This in turn impacts on their ability to comprehend and read fluently. Observations have highlighted a need to narrow language gaps through explicit teaching of vocabulary and reading and by providing pupils with access to vocabulary rich quality texts.
2	School assessments, observations and monitoring indicates that pupils with PP do not achieve as well as they could by the end of KS1– the gap needs to be narrowed with a greater focus on the core subjects (Reading, Writing & Maths). Assessments and staff voice have shown a need for more specialist staff CPD in order to support specific needs of key groups and individual pupils.
3	Pupils with disadvantage can face more challenging home lives where families may need support with the pastoral and social needs of their children. Pupils with multiple vulnerabilities (PP, EAL and SEND) have additional barriers to learning and require support to build their resilience/readiness for learning.
4	Pupils' attendance is not in line with national and persistent absence is above national data for PP children
5	Pupils and families with disadvantage can lack the opportunity to engage with learning and broader learning opportunities that support the development of cultural capital.

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills, vocabulary and reading skills among disadvantaged pupils. (1)	<ul style="list-style-type: none"> Phonics screening data will be in line with or better than National Expectations Gap between PPG and Non-PPG children will be narrowed Pupil voice indicates pupils are confident readers and enjoy reading. Parents attending reading workshops that supports pupils reading at home. Pupil's books match the reading level they can decode at. Pupils develop fluency in reading and develop a love of reading.

	<ul style="list-style-type: none"> • Disadvantaged pupils including those who are more able will make expected progress or better. • Pupils use rich vocabulary across the wider curriculum. • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • Appropriate scaffolds are used to enable PPG/EAL pupils to access the curriculum and at the right level. • All pupils without other complicating factors are confident readers by the end of KS1. • In school tracking data indicates that pupils are successfully moving through the book bands and are working on ARE books in preparation for KS2. <p>Support the following:</p> <ul style="list-style-type: none"> - Early reading team, parents and student volunteers targeting readers with bottom 20% readers - Parent workshops linked to home support Reading Plus platform (home readers)
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<p>Reduce the gap between non-PP and PP pupils achieving ARE in Reading, Writing and Maths at the end of KS1 by provide specialist staff CPD to support specific needs of key groups and individual pupils (2)</p>	<p>End of Key Stage Data and Early Learning Goals will be in line with or better than National Expectations</p> <ul style="list-style-type: none"> • Gap between PPG and Non-PPG children will be narrowed within year groups • Pupils can confidently apply a range of reading strategies to support with reading development and decoding • Pupils can confidently apply a range of writing and maths strategies to support with their learning • Data check points which organise interventions and groupings for reading, writing and maths sessions show improved pupils' attainment and progress • Pupil voice indicates pupils can confidently articulate their learning in reading, maths and writing • Parents/carers are supporting pupils in reading, writing and maths at home • Pupils develop fluency in reading and in number • Pupils use subject specific terminology • Pupils enjoy and achieve because the curriculum is fun, creative and engaging • Teacher planning and quality first teaching demonstrates tailored provision for identified key groups • Skilled staff members who specialise in delivering targeted interventions • All teaching staff are aware of who their PPG pupils are and are planning appropriately for theses pupils
	<ul style="list-style-type: none"> • Meaningful CPD have developed staff skills and confidence to support the need of PPG and other identified key groups <p>Support from the following:</p> <ul style="list-style-type: none"> -RWI (Read Write Inc) phonics programme -Reading interventions -Phonics interventions -Phonics team and student volunteers targeting readers with bottom 20% readers -Writing interventions -Maths interventions -Mr Numbervator maths interventions -Parents and student volunteers targeting GDS and bottom 20% writers and maths, which results in accelerated progress -Y6 Boosters – Reading and Mathematics -Read Write Inc Phonics Online platform (home readers) -Times tables Rockstars Online platform (home learning) -Maths Mastery Support (Maths Hub)

<p>To provide appropriate nurturing to support pupils emotional and social development so that pupils are able to self-regulate and manage emotions in appropriate way (3)</p>	<ul style="list-style-type: none"> • Staff knowledge of different strategies • Staff voice of the provision and the impact they have seen • Parent voice of the provision and the impact they have seen • Continue to offer an environment where pupils feel welcome, safe and know who they can talk to • a significant increase in participation in activities, particularly among disadvantaged pupils and their families • In school progress data shows movement in developmental strands for pupils Support from the following: <ul style="list-style-type: none"> -Speech and Language Service, -Brent Mental Health Support Team -ELSA -Breakfast Club -Family Liaison Officer -In house Well-being Officer -In house Safeguarding team
<p>Maintain high levels of attendance and punctuality of disadvantaged pupils, that improves attendance and persistent absence reduces. (4)</p>	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils is in line with non-disadvantaged • Persistent absenteeism and lateness is minimised • Parent and carers attend workshops to learn different strategies to support their child/ren at home to attend school and on time • The percentage of all pupils who are persistently absent being below national • Attendance data indicates that the gap to national closes year on year • Reduce number of term time holiday requests <p>Support from the following:</p> <ul style="list-style-type: none"> -Attendance Officer -Education Welfare Officer (EWO) -Local Authority

<p>Increase the amount of enrichment activities that PPG pupils participate in to support the development of cultural capital (5)</p>	<ul style="list-style-type: none"> • A higher percentage of PPG pupils participating extra-curricular activities in and out of school • A higher percentage of PPG pupils participating in school visits and residential • Subject leader/coordinator data shows that PP pupils perform broadly in line with non-PP children • Pupil voice shows a greater understanding of the world around them <p>Support from the following:</p> <ul style="list-style-type: none"> -Subject leaders/coordinators, parent and staff, fundraising for school resources, enrichments, school events (dig days), parent mornings and workshops - Breakfast Club -Afterschool Clubs (after school enrichment providers) -Staff and Parents enrichment clubs -Enrichment lead planning curriculum enrichment as part of the school's curriculum offering.
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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: £78313.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide ongoing phonics training, coaching and resources to all EYFS and KS1 teachers and Learning Support Assistants</p>	<ul style="list-style-type: none"> • Reading is crucial to success in school and life. It is essential that children master decoding and blending before they move into Year 2 and throughout the school. • Early reading success is linked to reading for pleasure • Pupils with a wider vocabulary are better readers and can therefore access the wider curriculum with greater ease. • Vigorous monitoring of teaching and learning by leaders, at all levels, will ensure staff skills/knowledge meet the needs of pupils and areas for further developments are swiftly acted upon so that CPD/support is provided to ensure provision remains the school's top priority in order to meets the needs of identified pupils 	<p>1 & 2</p>

Embedding dialogic teaching across the school curriculum. These can support pupils to articulate key ideas, consolidate	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1 & 2
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understanding and extend vocabulary. Develop a high-quality oracy education for every child	Oral language interventions Toolkit Strand Education Endowment Foundation EEF Pupils' confidence and vocabulary impacts on their understanding of the wider world. Very high impact for very low cost based on extensive evidence.	
Provide high quality professional development opportunities through weekly and co-planning and coaching Facilitation of coaching programme for teachers and Learning Support Staff members' Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Whole school training on practical maths strategies to apply in the classroom Whole school training on practical literacy strategies to apply in the classroom Lessons are well planned and reflect the well structured sequencing learning for all curriculum	<ul style="list-style-type: none"> • The DfE non-statutory guidance has been produced in conjunction with the National • EEF research indicates that the quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. • Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) • Teachers will bring evidence-based teaching and learning into classrooms, meaning high quality teaching and improved pupil outcomes. (NQPs courses linked to subject specialists) • AfL and assessment of learning is used to analyse gaps in knowledge and skills • Catch-up provision has been devised to support pupils needs • Teachers are supported by the SLT and subject leaders with planning and lesson delivery 	1, 2 & 3

Improve the quality of social and emotional learning by further embedding our approaches to routine educational practices supported by professional development and training for staff. (ELSA, Social and Emotional)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Schools have an important role in the fostering of mental wellbeing among young people so that they can fulfil their potential at school and beyond. Ofsted recommendation https://www.gov.uk/government/publications/character-education-framework	1, 2 & 3
Retention of a music specialist teacher to support access to a diverse, balanced, and engaging curriculum	DfE Research review: Music (12/07/2021)	4, 5
HLTA to support children with recovery in mathematics.	EEF Improving mathematics recommendations Government recommendations	3, 4
Additional support in classes and for targeted interventions	EEF Maximising effective use of Teaching Assistants	1, 2, 3
Parent workshop, reading, Phonics, writing, maths and well-being	EEF Working with Parents to Support Children's Learning	1, 2, 3

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

Budgeted cost: £80446.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
Number and literacy interventions (First Class at Number, Success at Arithmetic, catch-up sessions, additional phonics sessions, and small group tutoring).	EEF Improving Mathematics in the Early Years and Key Stage 1 and Key Stage 2 and 3 – summaries of recommendations EEF Improving Literacy in Key Stage 1 and key Stage 2	1 to 6
Maths Specialist delivered interventions (SATs and MTC).	EEF Improving Literacy in Key Stage 1 and key Stage 2	2

ELSA interventions to support emotional health, speaking and listening, as well as build resilience, persistence, and perseverance.	Collaborative learning approaches (EEF +5)	1, 2
Speech and language interventions - Bucket Time, Colourful Semantics	Very high impact for very low cost based on extensive evidence (EEF +6)	1, 2
EAL intervention- Flash academy	EEF – Small group tuition (+4)	2 & 3
Weekly booster groups for children in Year 6, including reading and mathematics boosters.	EEF – Small group tuition (+4)	2
High-quality English, Maths, IT, and music learning resources.	Use and perceptions of curriculum support resources in schools; Cooper Gibson Research, July 2018. EEF: Improving Mathematics in the Early Years, Key Stage 1, Key Stage 2, and Key Stage 3 – summaries of recommendations. Participation in Maths Hub	1, 2, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 & 2
Targeted support in phonics with identified children where required (TAs identified from skills sets and deployed according to need following pupil progress meetings)	Bespoke interventions to close identified gaps. One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EE	1, 2 & 3

<p>To improve listening, oracy and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Speech & Language Intervention for targeted pupils (non EHCP)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2 & 3
<p>EYFS Lead to ensure that pupils completing EYFS achieve a GLD at least in line with the national average.</p> <p>Learning Support Assistant to provide targeted small group and 1:1 intervention, speech and language therapy, cognition and learning and occupational therapy.</p>	<p>EEF recommends that targeted support for struggling pupils is a key component of an effective pupil premium strategy. Success in the key areas provides a vital foundation for transition to Year 1 PP meetings at key assessment points focus on the graduated response approach and info</p>	1, 2 & 3
<p>Provide targeted support and personalised provision for SEND pupils who are also PP.</p> <p>To ensure pupils with multiple vulnerabilities receive additional one-to-one support to meet their needs.</p>	<p>There is a gap between one-to-one allocated EHCP SEND funding and the cost of one-to-one support. Where pupils have more than one vulnerability (SEND and PP) the gap between the costs of one-to-one support and SEND funding is allocated to these pupils.</p> <p>Research shows that personalised provision best meets pupils' needs.</p>	1, 2 & 3

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

Budgeted cost: £35,674.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement strategies to support pupil mental health and wellbeing (ELSA, mentoring services and workshops).</p>	<p>Continue to offer an environment where pupils know who they can talk to when they are in need.</p> <p>Monitor social emotional and behavioural needs and interaction of pupils and their families</p> <p>Promoting children and young people's mental health and wellbeing, Public Health England, 2021</p>	3

Support from the school Social, Emotional, Mental Health Support Team, ELSA support	<p>Improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Universal programmes which generally take place in the classroom with the whole class.</p> <p>Specialised programmes which use elements of social emotional literacy and are targeted at students with particular social or emotional needs</p> <p>Good knowledge of the school community and personalised pastoral support for vulnerable pupils delivered by a range of therapists, Local Authority support, EWO, nurture groups, ELSA groups, Art therapy, Family Support, Bereavement Support</p>	1, 3 & 5
Provide access to Breakfast Club	EEF Magic Breakfast Evaluation Report 2019	6
Provide support for attendance at extended school provision and enrichment activities, such as after-school clubs (art, DT, gardening, cooking), musical instrument lessons, and school trips.	<p>EEF Arts participation (+3)</p> <p>EEF Social and emotional learning (+4)</p>	1 to 6
Support from the school and identified agencies to work with vulnerable families and improve parental engagement	<p>EEF Tier 3</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning.</p> <p>It includes -approaches and programmes, which aim to develop parental skills such as literacy or IT skills.</p> <p>-General approaches which encourage parents to support their children with, for example reading</p>	3 & 5

	<p>or homework.</p> <ul style="list-style-type: none"> -The involvement of parents in their children is learning activities; and more intensive programmes for families in crisis. -Support for Attendance in embedding effective strategies to drive improvement in attendance and punctuality. <p>To track attendance and punctuality for key groups or pupils including 'lowest 20%' and Vulnerable pupils.</p>	
<p>Attendance and Punctuality</p> <p>Support from the Educational Welfare Officer</p> <p>Embedding principles of Good practice set out in the DfE's Improving School Attendance advice.</p> <p>To meet with parents of children who are persistently absent every 3 weeks to set targets and to decrease their rates of PA.</p> <p>This will involve training and release time for attendance officer to improve attendance</p>	<p>Whole school initiatives (Gold Token) as a whole school attendance strategy to improve attendance across the school (more pupils are in school every day).</p> <ul style="list-style-type: none"> -Improved whole school attendance -Excellent professional relationship with the Local Authority EWO -DfE guidance published on the school website. -Attendance policy reviewed in -EWO in to speak to children and Parents -EWO to periodically speak to parents at the gate -Attendance of PP children are in-line or above National -Expectation for attendance is set at all curriculum parent meetings, including newsletters, parent mail 	4
<p>The wide-reaching interventions to improve social and emotional wellbeing.</p> <p>Approaches will be embedded into routines and practices and supported by professional development and training for staff.</p>	<p>Good knowledge of the school community and personalised pastoral support for vulnerable pupils delivered by a range of therapists, Local Authority support, EWO, nurture groups, ELSA groups, Art therapy, Family Support, Bereavement Support</p>	3

Specialist interventions (Maths, SALT, EAL, reading, colourful semantics)	Research suggests that interventions that deploy effective, proven strategies can be beneficial to learning. For example, reading comprehension strategies can add up to 6 months. Multi-sensory approaches employed in interventions such as colourful semantics are recommended by the Brent SALT therapy service.	1, 2 & 3
	Parents understand the way their child's behaviour is supported in school and home/school links are strengthened.	
Extra-Curricular activities	Ensuring that all PP pupils can take part in enrichment/ Cultural Capital activities which will provide concrete experiences- measured through monitoring/ reports on club take-up. Equality of opportunity through providing access for families with challenging financial constraints.	5

TOTAL PUPIL PREMIUM AND RECOVERY PUPIL PREMIUM 2025/2026 FY: £193920

Total BUDGETED cost: £194,434.08

SUBSIDISED BY THE SCHOOL BUDGET: £514.08

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2023-2024

Attainment:

Assessment	All pupils (percentage at age related expectation or above)	Disadvantaged (percentage at age related expectation or above)	National
Early Years Foundation Stage Profile (GLD)	63%	50%	67.7%
Year 1 Phonics Check	70%	47%	80%

Year 2 Phonics retake	50% (2/4)	-	-
End of KS1 Attainment	Reading: 81% Writing: 76% Maths: 78%	Reading: 61% Writing: 52% Maths: 78%	-
Year 4 Multiplication Check (20+ marks)	65%	-	Previous year: 69%
End of KS2 Attainment	Reading: 85% Writing: 73% Maths: 85% GPS: 85% <i>Including disapplied</i>	Reading: 65% Writing: 60% Maths: 55%	Reading: 75% Writing: 72% Maths: 74% GPS: 73%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Mathletics	Timetables Rockstars
Workshops	Wizard Theatre Whisper Me Happy Stop Motion Animation Cooking Club (Parent and Child) Drumming Unique Drama