

# Pupil premium strategy statement 2025-6

## School overview

|   |                                   |
|---|-----------------------------------|
| School name                                 | Chilton Community Primary         |
| Pupils in school                            | 133                               |
| Proportion of disadvantaged pupils          | 40%                               |
| Academic year or years covered by statement | 2025-6                            |
| Publish date                                | Sep 2025                          |
| Review date                                 | Updated: Sep 2025<br>Next review: |
| Statement authorised by                     | L Carr                            |
| Pupil premium lead                          | L Carr                            |
| Governor lead                               | G Kenworthy                       |

### Disadvantaged pupil attainment and progress scores for last academic year

| <b>KS2 Attainment Measure 2025 data</b>                      | <b>Chilton disadvantaged pupils</b> | <b>National</b> |
|--|-------------------------------------|-----------------|
| Reading, % at expected standard                              | 63%                                 | 75%             |
| Writing, % at expected standard                              | 58%                                 | 72%             |
| Maths, % at expected standard                                | 61%                                 | 74%             |
| Meeting % at expected standard in reading, writing and maths | 47%                                 | 62%             |

### Teaching priorities for current academic year

| <b>Aims</b>  |
|--|
| To deliver high quality, precise teaching and ensure that pupil premium pupils make or exceed national expectations for attainment and progress. |
| To ensure that all children have a similar school experience.  |

## Targeted academic support for current academic year

| 1. High Quality Teaching   |   | Budgeted Cost:   |            |
|--|---|--|------------|
| "High quality teaching is the most important lever schools have to improve pupil attainment, including disadvantaged pupils." EEF Evidence Brief |   |  |            |
| Activity   | Success Criteria  | Cost   | Evaluation |
| 3 weekly data (ATM) meetings between teachers and TAs to discuss progress towards targets and plan support.                                      | All children make at least expected progress.   | 12 hours x all TAs and HLTAs per year<br>£3,039        |            |
| <a href="#">Accelerated Reader</a> is used to promote and support reading in school and at home.   | All children are reading 25 minutes per day with a book at the correct level.<br><br>Additional books to support the scheme | Accelerated Reader subscription<br>£1,300<br><br>£1000 |            |
| <a href="#">Read Write Inc</a> is used as a whole school phonics scheme and for individual intervention  | Phonics is assessed monthly (teacher release)   | 1 day per month of GS and HLTA release to cover.       |            |

|   | <p>Whole school training package, to include INSET day in September and support meetings for RWI lead</p> <p>Release time for RWI lead to attend training days and work with trainer in school</p> <p>New RWI books</p> | <p>Basic package +2 training days</p> <p>3 days of GS and HLTA release.</p> <p>£1000</p> |            |
|---|---|--|------------|
| 2. Targeted Intervention  |   | Budgeted Cost: £100,363  |            |
| “Strategic deployment of TAs is important to ensure priority pupils are supported.” EEF Evidence Brief  |   |  |            |
| Activity  | Success Criteria  | Cost   | Evaluation |
| <a href="#">Read Write Inc</a> is used as a whole school phonics scheme and for individual intervention | Teaching assistants to carry out intervention with priority children.   | 10 TA hours per week<br>£2,533   |            |
| Additional adult in Reception class to support engagement and small group interventions                 | Phonics, maths and social interventions take place in Reception.<br><br>Smaller teaching groups due to additional adult.  | 1 0.6 TA<br>£17,575  |            |
| Additional adults in class  | TAs in classes are able to carry out specific interventions   | 8 x TA x   |            |

|  | focused on the basic reading, writing and maths skills children need to access the wider curriculum.   | 2 hours per day<br>£76,672                    |            |
|--|--|---|------------|
| 3. Wider strategies  |  | Budgeted Cost: £36,552                        |            |
| <p>“Social and emotional skills support effective learning and are linked to positive out comes in later life.”</p> <p>“Levels of parental engagement are consistently associated with improved academic outcomes.” EEF Evidence Brief</p> |  |   |            |
| Activity   | Success Criteria   | Cost  | Evaluation |
| Pastoral lead to support behaviour and wellbeing strategies  | <p>Lunch time social groups and activities daily.</p> <p>Parental workshops and information sessions are regularly held by pastoral lead.</p> <p>1:1 and small group interventions</p> | <p>3 days per week of HLTA</p> <p>£30,151</p> |            |
| Trip subsidies   | All children have access to trips and opportunities for cultural capital   | £1,000  |            |
| Uniform  | Uniform is supplied to PP children where there is a need   | £300  |            |

## Review: last year's aims and outcomes

### What went well in 2024-25?

Children in receipt of PP in writing at or above their current target was in line with non-pp:



Children in receipt of PP in reading at or above their current target was in line with non-pp:



Children in receipt of PP in maths at or above their current target was in line with non-pp:

