Pupil premium strategy statement – Chestnut Lane School

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 **2025-26** (Reception – Year 2)	177
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Sep 2025 – July 2028
Date this statement was published	December 2025
Date of current review	December 2025
Date of next review	December 2026
Statement authorised by	Gemma Rehal - Headteacher
Pupil premium lead	Gemma Rehal - Headteacher
Governor / Trustee lead	Ann Rowland – Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£24,240
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£24,240

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all children in our school, including those who are disadvantaged, have full access to a broad and balanced curriculum. Our strategy works towards the challenges we have identified for our disadvantaged pupils, so that they make expected or better progress, from their starting points. We aim for all children to attain in line with age appropriate expectations, and address exceptional circumstances where these have been identified.

We prioritise an inclusive school community, and understand the importance of all children, and their families, feeling valued, safe and happy. Without this safety and security our disadvantaged pupils will not be able to engage with the curriculum, and participate in school life.

Challenges

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

Challenge number	Detail of challenge
1	Understanding attachment styles and associated emotional wellbeing needs, such as anxiety.
2	Improving spoken English, and development of vocabulary.
3	Development and implementation of effective learning behaviours (e.g. independence, resilience, self-regulation), including managing cognitive load.
4	Early support for understanding social expectations and boundaries, including personal safety.

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
All disadvantaged pupils fully access, and engage with, a broad and balanced curriculum.	- Implementation of learning behaviours evidenced, and acknowledged with pupils, within classroom practice. -Curriculum adaptations in place to ensure access and engagement for all pupils. - All disadvantaged pupils make at least expected progress, from their starting points.

Individual needs of all disadvantaged pupils are identified, addressed and met, as far as possible, within school.	- All disadvantaged pupils make progress on school's whole child tracker (relative to their starting points). - All disadvantaged pupils make at least expected progress within interventions.
All disadvantaged pupils improve language, communication and vocabulary skills.	- Regular resources, strategies and opportunities to support Spoken English incorporated into curriculum. - All disadvantaged pupils make at least expected progress, from their starting points.

Activity in this academic year (2025-26)

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver, and implement, CPD focussed on developing independent learners.	EEF Effective Professional Development EEF Metacognition and Self-Regulated Learning EEF A School's Guide to Implementation EEF Metacognition: The Seven Step Model EEF Deployment of TAs TES How to Develop Independent Learners Research Schools Network: Empowering Disadvantaged Learners	3, 4
Complete and implement Elklan Communication Friendly Setting training programme. [SDP Priority 1]	Elklan Communication Friendly Settings Speech & Language Link Packages EEF A School's Guide to Implementation	2, 3
Continue to utilise communication boards across the school. [SDP Priority 1]	EEF High-quality teaching EEF Developing vocabulary in early years education	2, 3
Provide training to upskill staff, and implement strategies, on working memory &	EEF Effective Professional Development	2, 3

cognitive load in the classroom. [SDP Priority 2]	EEF Teacher Feedback to Improve Pupil Learning EEF Metacognition and Self-Regulated Learning CAER Working Memory Guidance EEF Deployment of TAs EEF Cognitive Science Approaches the Classroom	
Reintroduce the Lesson Study Model to identify barriers to learning. [SDP Priority 3]	EEF High-quality teaching EEF Making Best Use of Teaching Assistants EEF Deployment of TAs	1, 3, 4
Strengthen standardisation and moderation across the school. [SDP Priority 5]	EEF High-quality teaching EEF Teacher Feedback to Improve Pupil Learning	2, 3
Participate in the Reading Charter Award - National Year of Reading. [SDP Priority 6]	DfE's Reading Framework EEF Improving Literacy in KS1 EEF Preparing for Literacy	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated PPG LSA to deliver personalised interventions, and in-class support, to close the gaps identified for disadvantaged pupils.	EEF Making Best use of Teaching Assistants EEF Teaching Assistant Interventions EEF Deployment of TAs	1, 2, 3, 4
Additional inclusion grants (EYs) applied for, and implemented to meet needs & ensure access to curriculum.	EEF Developing vocabulary in early years education EEF Preparing for Literacy Kindred Squared School Readiness Survey EEF Improving Social and Emotional Learning in Primary Schools	1, 2, 3, 4
Targeted small group and 1-to-1 support for social skills, including forming successful relationships in school.	NSPCC Attachment and child development EEF Improving Social and Emotional Learning in Primary Schools EEF Metacognition and Self-Regulated Learning	1, 3, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement whole staff training on trauma & attachment and impact of home circumstances e.g. domestic abuse.	EEF Improving Social and Emotional Learning in Primary Schools EEF Effective Professional Development	1, 3, 4
Explicitly teach learning behaviours & strategies for self-regulation in an age-appropriate way. [SDP Priority 5]	EEF Metacognition and Self-Regulated Learning Kindred Squared School Readiness Survey EEF Improving Behaviour in Schools	1, 3
Designated PPG LSA to support families with areas such as attendance, behaviour at home and signposting to wider support.	EEF Working with Parents to Support Children's Learning EEF Behaviour Interventions EEF Parental Engagement	1, 2, 3, 4
Provide access to home life support for parents to support with areas outside of the school's expertise, e.g. sleep, nutrition. [SDP Priority 4]	EEF Parental Engagement EEF Working with Parents to Support Children's Learning EEF Improving Social and Emotional Learning in Primary Schools	1, 4
Provide a place in an extra-curricular club of choice for disadvantaged pupils each term.	EEF Working with Parents to Support Children's Learning	3, 4
Excess food from school meals and snacks to be provided to disadvantaged families in need.	EEF Parental Engagement	1, 3
Ensure sensory/ regulation spaces within school are accessible, well-maintained and supervised. [SDP Priority 2]	EEF Metacognition and Self-Regulated Learning EEF Improving Social and Emotional Learning in Primary Schools	1, 3, 4
Evolve the SEND & wellbeing sections of the school website. [SDP Priority 4]	EEF Working with Parents to Support Children's Learning EEF Metacognition and Self-Regulated Learning	1, 3, 4

	EEF Special Educational Needs in Mainstream Schools	

Total budgeted cost: £24,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils Premium Strategy 2024 – 25

50% of disadvantaged pupils achieved their Early Learning Goals in at least 15 out of 17 areas of learning. 50% of disadvantaged pupils achieved their Early Learning Goals in at least 11 out of 17 areas of learning.

For identification reasons, it is not possible to provide attainment data for the Year 1 pupils in 2024-25.

Proportion of disadvantaged pupils who achieved at least the expected standard at the end of Key Stage 1 in:

Reading = 100%/ Writing = 87.5%/ Maths = 75%

Proportion of disadvantaged pupils who achieved greater depth within the expected standard at the end of Key Stage 1 in:

Reading = 25%/ Writing = 12.5%/ Maths = 0%

There were no pupil premium eligible pupils required to retake the phonics screening check in Year 2.

Attendance for all disadvantaged pupils for academic year 2024-25 was 90.7%. This is a decrease of 2.3% on 2023-24, but remains an increase of 1.7% on 2022-23. Attendance for all disadvantaged pupils fluctuated during the year due to the small dataset and complexity of needs.

Autumn Term 2024: 86.6% of disadvantaged pupils in intervention (+6.7% on bespoke SEN curriculum), 85.1% of assessments at least expected progress.

Spring Term 2025: 92.3% of disadvantaged pupils in intervention (+7.7% on bespoke SEN curriculum, 96.6% of assessments at least expected progress.

Summer Term 2025: 69.2% of disadvantaged pupils in intervention (+7.7% on bespoke SEN curriculum), 85.2% of assessments at least expected progress

100% of the families who responded to our end of year PPG parental survey (60% return rate) were aware of the support and interventions their child is provided with at school. 100% expressed that they well informed about their child's progress from their starting point, that the school understood and supported their children with their individual needs, and that their children had been able to engage in the wider life of the school.

50% of disadvantaged pupils eligible to attend extra-curricular clubs (due to age) attended in Autumn Term 2024, 72.7% attended in Spring Term 2025 and 58.3% attended in Summer Term 2025.

Externally provided programmes

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

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

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**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A