

Pupil premium strategy statement- Chalfont St Peter Church of England Academy

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Chalfont St Peter CE Academy
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	13.9% (44 pupils)
Academic year/years that our current pupil premium strategy plan covers	3 year plan 2024-2027 Current year 2025-2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Nicola Alburg
Pupil premium lead	Sally Valentine
Governor / Trustee lead	Charlotte Stanhope

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 53,025
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 53,025

Part A: Pupil premium strategy plan

Statement of intent

Considering best practice advice from the DFE and EEF, Chalfont St Peter Church of England Academy publishes a longer 3- year Pupil Premium Strategy Statement which is reviewed annually. The impact will be reviewed annually and any concerns addressed and changes made.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (13.9%) is much lower than the national average (25.7%) for primary schools. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

At Chalfont St Peter CE Academy we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. Our pupils in receipt of the Pupil Premium Funding may face specific barriers to reaching their full potential, and, at Chalfont St Peter CE Academy we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

All members of staff and the governing body at Chalfont St Peter CE Academy are committed to meeting every child's pastoral, social and academic needs within a caring and nurturing environment.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital.

Through our reporting, we demonstrate how and why this funding has been spent, using research to guide our decisions. EEF Research has informed the decisions for spending the Pupil Premium fund. EEF strategies have been considered in the development of this plan.

We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing body throughout the year and this allows us to be critical and confident that pupils are being given opportunities to excel.

At Chalfont St Peter CE Academy, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil's progress, and so we ensure that they understand that they can make a positive

contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

In order to ensure maximum progress:

ALL teaching staff and support staff are involved in the analysis of data and identification of pupils.

ALL staff are aware of who pupil premium and vulnerable children are.

All pupil premium children benefit from the funding, not just those who are underachieving. Underachievement at all levels is targeted.

Children's individual needs are considered carefully.

Staff believe in ALL children.

Staff adopt a 'solution-focused' approach to overcoming barriers.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by some pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. A high percentage (50%) of our pupil premium children have SEND (EHCP or SEN Support)
2	Some pupils and their families have social & emotional difficulties
3	Some have limited experiences beyond their home life and immediate community (Cultural Capital gaps)
4	Development of Reading for some Pupil premium children. This includes a lack of exposure to a wide range of vocabulary and weak phonics knowledge.
5	Some pupils who are in receipt of Pupil Premium funding show weaknesses in learning behaviours. Some pupils lack self-belief, determination, resilience and readiness to learn and can lack self-motivation and confidence to improve.
6	Some pupils have attendance below expectations for a range of reasons. Some of this has been due to anxiety about school but also around challenges of how parents might value education and the importance of high attendance.

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
<p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and non-PP children.</p> <p>There will be an increased rate of progress for pupils identified as having Special Educational Needs.</p>	<p>End of summer 2026 data will show that 95% – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10% –20% % of disadvantaged children will have made accelerated (excellent progress).</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and have helped in accelerating their progress.</p> <p>SEND pupils eligible for Pupil Premium make accelerated progress, measurable through formative and summative assessments.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or reduced.</p>	<p>SENDCo/SLT identifies and supports families and children and works to alleviate barriers to learning.</p> <p>Identified children are invited to Nurture or Play Therapy sessions when appropriate.</p> <p>Class teachers also provide support to key children, they ensure they meet with them regularly and provide support/reduce barriers to learning.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers reduced where possible.</p>
<p>Pupils have a breadth of experiences that enable them to contextualise their learning. The school will deliver an engaging, broad and varied curriculum.</p>	<p>Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have inspired a love of learning in all children.</p> <p>Teachers will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable.</p>

	<p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p> <p>The curriculum will provide pupils with an exciting, varied curriculum.</p> <p>Financial support will be given to enable access to trips, residential and visits which may be a barrier for attendance.</p> <p>Evidence of their access to these activities will be written onto the children's individual Pupil Premium tracking document.</p>
<p>Pupils develop their decoding skills, enhance their vocabulary knowledge and improve their comprehension strategies.</p>	<p>Neale analysis scores will show an increase in reading age for decoding and comprehension.</p> <p>Children will be exposed to a wide range of reading opportunities to develop a love of reading.</p> <p>Children will be taught reading comprehension strategies they can successfully use across the curriculum.</p> <p>Some children will be part of a reading project with Calibre audio (Dyslexic charity) to improve reading confidence and develop a love of reading. Their progress will be tracked using the NGRT reading test and will show progress throughout the year (2025-2026)</p> <p>Children will show progress in their language skills on Language Link assessment following direct interventions.</p>
<p>All pupils can demonstrate learning behaviours under key values. They will be able to work with confidence, resilience and determination.</p>	<p>Child discussions as part of monitoring will demonstrate that pupils have determination and resilience and know ways to manage their learning so that they are successful.</p> <p>Teachers model mistakes frequently and pupils understand that mistakes lead to learning.</p> <p>Children eligible for pupil premium will have their work marked first to ensure that they receive meaningful feedback they can act</p>

	upon to reduce the risk of under achievement.
Attendance will improve over the year for disadvantaged children.	Attendance data will improve for disadvantaged families – over 90% target for all pupils. Systems for monitoring attendance are clearly embedded and support is in place.

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff engagement in 'in house' CPD to support 'Quality first Teaching', High Quality teaching for SEND, Phonics and Curriculum development	Evidence from Education Endowment Foundation – Maximising Learning. 1. High-quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</i>	All
Allocation of funds for reading, writing, phonics and maths initiatives, subscriptions and high quality texts for KS2.	We believe that high quality resources will support our high quality teaching. Evidence from Education Endowment Foundation – Maximising Learning. 1. High-quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	All
Pre-teaching and retrieval practice alongside collaborative learning techniques that ensure all children are thinking. E.g. quizzes, knowledge organisers.	‘By implementing retrieval practice in schools and classrooms, scientists and educators can bridge the gap between research and practice, and most importantly, transform students’ long term learning.’ – Agarwal et al (2021)	1,4,5
Further embed maths mastery approach using White Rose Resources, ensuring that all teachers receive appropriate professional development and that are released to watch experienced teachers .	There is extensive evidence that a mastery approach leads to good progress in mathematics and a solid understanding of key concepts. Improving Mathematics in Key Stages 2 and 3	1

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Support Assistants to provide targeted, structured interventions to children across the whole school using Pupil premium funding. (to include- Nesy, Phonics, Pre-teaching and Language Link interventions)</p>	<p>Evidence from Education Endowment Foundation- Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Evidence from Education Endowment Foundation- one-to one Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,4,5
<p>Smaller group maths tuition for pupils not attaining ARE</p>	<p>Pupils eligible for PP make accelerated progress in maths as demonstrated by standardised scores accessing additional individual and small group teaching.</p>	1,4,5
<p>Educational Assessments to ensure we have a full understanding of a child's profile and therefore we can support them fully.</p>	<p>Educational assessments and covered where required, maximising the effectiveness of school provision</p>	1,5
<p>Focus on one-to-one feedback for all children eligible for Pupil Premium funding.</p>	<p>Evidence from Education Endowment Foundation- feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p><i>'There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and</i></p>	1,2,4,5

	<i>actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work'</i>	
To continue to build resources to support home learning- ensuring no child is disadvantaged as a result of not having appropriate resources.	Support for children who are not supported with learning at home. Homework club, additional reading.	6
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. - EEF	1,4

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

Budgeted cost:£23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils with low self esteem, mental health and wellbeing difficulties will access our Nurture group or Play therapist to support their emotional literacy, resilience and self confidence.</p> <p>All Vulnerable Pupil Premium children are supported/mentored by Pupil Premium Lead and their Class teacher to help alleviate barriers to learning</p>	<p>Pupils with Social, Emotional and Mental Health difficulties have support to address difficulties with a trained specialist and will be given strategies that will lead to improved emotional well-being.</p> <p>Evidence from Education Endowment Foundation- Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>In a 2020 evaluation report by Derbyshire County Council, Headteachers reported that ELSA programmes were: '...effective in</p>	2,5

DFE grant has been used to train A Senior Mental Health Lead	reintegrating children and young people into the mainstream classroom and reducing barriers to learning.'	
<p>Eligible pupils are encouraged to attend extra-curricular activities including educational and residential activities.</p> <p>All of these activities are fully funded to ensure that all children can benefit from a wide range of experiences both inside and outside of the classroom.</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Pupils benefitting from extra-curricular and co-curricular activities sometimes extend limited personal expectations and horizons removing a potential barrier to learning and ambition.</p> <p>Exposure to different opportunities and environments increases children's cultural capital and understanding of how different people live and learn. This widens children's lived experience and widens their horizons.</p>	3
Whole staff focus on behaviour management /restorative approaches with the aim of developing our school ethos.	Both targeted interventions and universal approaches can have positive overall effects - EEF	All
Whole staff development of being 'Trauma Informed and Attachment Aware' (The school is working towards this award with The Virtual School)	Research indicates that Trauma Informed and Attachment Aware schools improve student well-being, behavior, and academic performance by creating a safer, more supportive environment. Staff also report increased confidence in managing behavior and a more positive school culture.	All
Provide children with resources that staff identify as required i.e- uniform, chrome book, stationary.	<p>Digital technology is mainly associated with computer or digital technology based strategies to support children's development and learning within educational settings and contexts for early years learning</p> <p>There is a measured +4 month gain associated with effective access to IT.</p> <p>There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour.</p>	All

<p>Attendance is monitored regularly with some children monitored weekly.</p> <p>Staff build relationships with families to enable them to understand and support reasons for lower attendance.</p> <p>Attendance is an identified spotlight on the School Development Plan.</p>	<p>Education Endowment Fund recognises attendance can have a negative impact on academic outcomes.</p> <p>Greater knowledge and understanding of the specific barriers to attendance with our children will help to identify potentially effective approaches that are targeted to the needs of our pupils.</p> <p>Attendance will increase with regular communication from school.</p>	<p>1,2,4,5,6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified in this document.</p>	<p>All</p>

Total budgeted cost: £ 54,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Eligible pupils received additional tuition in school, enabling them to not only make accelerated progress but also to develop their self-esteem. Cost £22,000

Our Play therapist and Nurture team worked closely to monitor and support pupils with SEMH difficulties. The ongoing therapy and interventions were key to their emotional wellbeing and helped pupils develop and progress personally and academically. Cost £18,000

Disadvantaged pupils participated in co-curricular events and extra-curricular activities. Cost: £5,000

School uniform, PE kit and resources were purchased for disadvantaged pupils Cost: £1,300

Educational assessments (EP) and PRU placement costs were covered where required, maximising the effectiveness of school provision. Cost: £3,250

Pupil Premium progress data 2024-2025 (50% of the children were identified as SEND- EHCP/SEN Support)

96.2% of Pupil Premium children made at least expected progress in English. 23.1% made excellent progress and 34.5% made very good progress.

92.3% of Pupil Premium children made at least expected progress in Reading. 19.2% made excellent progress and 65.4% made very good progress.

92.3% of Pupil Premium children made at least expected progress in Writing. 34.6% made excellent progress and 30.8% made very good progress.

92% of Pupil Premium children made at least expected progress in Maths. 4% made excellent progress and 60% made very good progress.

Therefore our target for last year of at least 92% of pupil premium children making expected progress was met in all subjects.

Our target for last year of 10-20% of pupil premium children making accelerated (excellent progress) was met in English.

During the academic year we have monitored the attendance of all children closely. Attendance of FSM pupils 2024-2025- 88% (National Average- 92.2%) Therefore this remains a key focus area for 2025-2026.

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

Further information (optional)

The school actively continues to seek to recruit quality teachers and Learning Support Assistants to provide one to one teaching and classroom support.

Regular tracking and evaluations of assessment data for Pupil Premium pupils is made and recorded in addition to whole school and SEN data.

The school actively seeks to provide interventions and support to ensure pupils emotional well-being.