

Pupil premium strategy statement – Chester Park Infant School

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	229
Proportion (%) of pupil premium eligible pupils	45 children – 20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	18 th December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Michael McNama
Pupil premium lead	Georgina Lloyd
Governor / Trustee lead	Caroline Hopes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70, 675
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil 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>	£70, 675

Part A: Pupil premium strategy plan

Statement of intent

Chester Park's intention is that all pupils, irrespective of their background or the challenges they face, make progress and attain highly across all subject areas. The focus of our Pupil Premium Strategy is to address social disadvantage by supporting our pupils to realise opportunities and achieve goals by working in an inclusive environment. Belonging, equity and celebrating diversity form the basis of our School Improvement Plan which drives not only Pupil Premium work but wider school approaches.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, but we do not lower expectations or narrow their curriculum breadth. The activity we have outlined in this statement is intended to support pupil needs, layer skills over time, develop cultural capital and prepare pupils for their next stage of education.

High-quality teaching is at the heart of our approach with a focus on areas in which disadvantaged pupils require the most support: this is proven to have the greatest impact on closing the disadvantage attainment gap whilst being simultaneously beneficial to non-disadvantaged pupils in our school.

Our approach is responsive to common challenges and individual needs: rooted in robust diagnostic assessment and research both within school and Nationally including EEF findings. As a school, we recognise the need to not make assumptions about the impact of disadvantage. Chester Park schools conduct regular enquiries into the views and opinions of the local community: changing needs, life experiences and circumstances of the Pupil Premium children and families. The approaches we have adopted complement each other to help pupils excel and are delivered through an ambitious curriculum which is bespoke and reactive to our community. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified – this often involves “keep-up” provision rather than “catch-up”
- adopt a whole school approach in which all teaching and learning staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- regularly review provision that is in place and act swiftly where actions need to be taken to improve these
- ensure effective communication between home and school is in place

Challenges

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

Challenge number	Detail of challenge
1	Attainment of PP children in all core subject areas is lower than attainment of PP children nationally. Quality first teaching of core subjects needs to develop to ensure consistent approach and higher outcomes for all.
2	There is an increasing Communication and Interaction SEND need from children in school. Often this need is being exhibited as SEMH with high levels of behaviour need and risk taking. The school is investing into provision for C&I need through bespoke intervention, graduated response and development of wider pastoral support. This is critical to support good progress for all. Consistent models of research-based intervention and advice from outside agencies is needed to support best practise.
3	The school has a high proportion of EAL and new to English speakers who need to develop spoken language. Vocabulary and understanding of word meaning are often less developed than children of a similar age. Building language for those children who are new to English requires intervention (particularly for Phonics and Oracy), resources and staffing.
4	Emotional regulation and wellbeing are vital for children to be ready to learn. Many children require support to feel safe to access learning and engage well with others. There are increasing numbers of children who have experienced trauma and early childhood experiences including; living in temporary housing, living in poverty and substandard accommodation, arriving in the UK as refugees from areas experiencing conflict, bereavement and experiencing trauma in the home environment.
5	Attendance of PP children is lower than their peers. Mobility has increased and the school has many children who join mid-year. This strongly impacts on outcomes as many children joining the school are New to English, SEND or have safeguarding needs.

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
PP attainment to be in line with or above National PP outcomes. PP children make accelerated progress in line with or greater than their peers	<ul style="list-style-type: none"> • Data for Phonics and EYFS GLD to be in line with or exceeding National PP outcomes. • Progress of PP children within school is accelerated so that more children meet age related expectations. • Progress of PP children is in line with their peers.
Quality first teaching is at least good.	<ul style="list-style-type: none"> • Progress of all children is good. • Attainment matches or exceeds National levels • Learning support is deployed effectively to support and extend learning. • Interventions are delivered by teachers and LSAs effectively and impact is seen within progress and attainment

Provision for children with C&I need is effective. Behaviour and engagement in learning is strong.	<ul style="list-style-type: none"> • All children make progress in their learning • Behaviour records show decrease in behaviour instances • Pupil and Parent Voice show that children are positive about school • Graduated response and Ordinarily available provision supports children access learning • Outside agency reports show that provision has impact
Pastoral provision is in place to support children to feel safe in school.	<ul style="list-style-type: none"> • Children with ACES and trauma are well supported and can access learning in school • Attendance of children is improved
EAL provision is in place and supports children to develop language and attain in line with their peers.	<ul style="list-style-type: none"> • Progress of EAL children is swift to bridge the gap between EAL and non in English subjects • EAL children's attainment is in line with non EAL children within Phonics, Reading and Writing

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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT Writing Use of consistent high-quality planning and teaching in English to drive writing skills Training for staff linked to adaptive teaching and modelling. Embedding Spelling, Handwriting and writing schemes of work	The EEF guide to the pupil premium EEF Teaching and learning toolkit EEF Improving Literacy in KS1	1
QFT Phonics Use of additional Phonics and key words sessions daily to ensure retention. Use of Keep up sessions for identified children daily by class teacher. Increased parental engagement through workshops and communication	The EEF guide to the pupil premium EEF Teaching and learning toolkit EEF Improving Literacy in KS1	1

<p>QFT for EAL Use of scaffolds, visuals and support within lessons to develop language and allow EAL children to access learning. EAL champions embedded practise Sustained Oracy teaching in classrooms through sentence stems, partner talk and vocabulary teaching</p>	<p>Tower Hamlets resources and language progression documents EAL champions training</p>	<p>3</p>
<p>QFT – meeting C&I needs Staff training based on ACEs and trauma informed practise. Use of graduated response / Ordinarily Available Provision including physical resources and staffing PINS project training and implementation Behaviour and Inclusion lead role to support implementation of Ordinarily Available Provision in classrooms.</p>	<p>EEF Improving social and emotional learning in Primary Schools Guidance Report EEF Social and Emotional learning</p>	<p>2, 4</p>

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

Budgeted cost: £22,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading sessions x 3 weekly Every child in Year R and 1 is heard read 3 times a week with focus on decoding, prosody and comprehension. Year 2 access either group reading or whole class reading.</p>	<p>The EEF guide to the pupil premium EEF Oral language interventions document EEF Teaching and learning toolkit</p>	<p>1</p>
<p>Phonics keep up sessions and targeted group support Children are targeted to secure phoneme, blending and segmenting understanding needed to meet ARE.</p>	<p>The EEF guide to the pupil premium EEF Oral language interventions document EEF Teaching and learning toolkit</p>	<p>1</p>
<p>SEND including C&I needs Ducklings Intervention provision to support children</p>	<p>EEF Teaching and learning toolkit</p>	<p>2, 4</p>

<p>with SEND need access learning</p> <p>Use of scripts, short burst learning, nurture activity, adult support and routines to support C&I need</p> <p>Training and supervision for implementation of Hamish and Milo Nurture support</p> <p>Training and implementation of strategies alongside PINS project</p>	<p>EEF Improving social and emotional learning in Primary Schools Guidance Report</p> <p>EEF Social and Emotional learning</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>C&I needs</p> <p>Pastoral support including classroom graduated responses and intervention to support children with C&I needs develop emotional regulation strategies.</p>	<p>EEF Teaching and learning toolkit</p> <p>EEF Improving social and emotional learning in Primary Schools Guidance Report</p> <p>EEF Social and Emotional learning</p>	2, 4
<p>ELSA and Nurture support</p> <p>Pastoral and therapeutic input to support wellbeing and behaviour</p> <p>Implementation of Hamish and Milo Nurture support</p>	<p>EEF Teaching and learning toolkit</p> <p>EEF Improving social and emotional learning in Primary Schools Guidance Report</p> <p>EEF Social and Emotional learning</p>	4
<p>Forest School</p> <p>Use of outside activities to promote wellbeing and learning behaviours.</p> <p>Motor skill development strengthened.</p>	EEF Teaching and learning toolkit	4
<p>Attendance review meetings and parenting support sessions</p> <p>Weekly attendance reviews to support families with attendance</p>	EEF Teaching and learning toolkit	5
<p>Breakfast club</p> <p>Places allocated for short fixed term blocks linked to</p>	EEF Teaching and learning toolkit	5

safeguarding team input to improve attendance		
Visits and extra-curricular activity Allocated funding for PP children to access trips, cubs and holiday provision	EEF Teaching and learning toolkit	4, 5

Total budgeted cost: £70,675

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Previous pupil premium strategy plan priorities:

PP attainment to be in line with or above National PP outcomes.

PP children make accelerated progress in line with or greater than their peers.

Data for EYFS GLD

Data is based on the 66 children on role in December 2025. 10 pupils on role at present are PP

	School	School PP
Word Reading	72%	60%
Writing	71%	70%
Fine Motor skills	86%	80%
Gross Motor skills	94%	90%
Number	80%	60%
GLD	65%	50%

Attainment of PP children was similar to or below attainment of non-PP children in all focus areas. Less PP children achieved GLD than non-PP.

KS1 Data

	School	School PP
Phonics Y1	77%	67%
Phonics Y2	89%	86%
KS1 Reading	62%	53%
KS1 Writing	53%	42%
KS1 Maths	64%	58%

Y1 Phonics results for PP children were lower than their peers. Data was significantly impacted by high levels of SEND need including 5 EHCP children, children who were in-year transfer to the school and attendance needs including safeguarding.

End of KS1 data was impacted by SEND need with significant numbers of children not accessing mainstream learning and needing provision in intervention base provision. Data was also impacted by children who were in-year transfer to the school and attendance needs including safeguarding.

The focus of Phonics and Reading using the Little Wandle DFE accredited scheme is in place and monitoring and assessment shows that many children are closing the gap towards Age Related Expectation (ARE) by making accelerated progress. Continued support for delivery of the Phonics and Reading programmes; including staffing these sessions with highly trained staff and providing ongoing training, will continue. This will ensure progress is at least good and that the gaps between attainment and ARE are further closed.

Exploration into specific children within PP data sets shows that many PP children within the school have additional needs including SEND, New to English, EAL or safeguarding. This impacts on PP attainment levels and highlights other areas of focus for PP spending including attendance, EAL and pastoral / intervention support.

Intersectionality data for PP children – December 2025 (45 PP children)

Grouping	Total Pupils	Attendance	Male	Female	Disadvantaged	Not Disadvantaged	FSM	Not FSM	PP	Not PP	SEN	Not SEN	SEN Support	EHCP	Not SEN	NA	EAL	Not EAL	LAC	PLAC	Not LAC
All Pupils	229	92.0%	130	99	45	184	44	185	45	184	25	204	16	9	1	203	83	146	1	1	227
Not Disadvantaged	184	93.1%	101	83	-	184	-	184	-	184	17	167	12	5	-	167	70	114	-	-	184
Disadvantaged	45	87.6%	29	16	45	-	44	1	45	-	8	37	4	4	1	36	13	32	1	1	43

Quality first teaching is at least good.

Triangulation and lesson observations demonstrate that teaching across the school is at least good. Teachers have high expectations of children and the training for Phonics, Oracy, Maths, Writing and Reading has been implemented consistently across the school.

Training in NCETM Maths has ensured progressive development of skills and teaching across the federation. Work to ensure number knowledge has been implanted through use of Number Sense programme and spaced retrieval work.

The implementation of Literacy Counts in both Reading and Writing teaching has ensured consistency of practise, development of skills and clear links between Reading and Writing.

Where inconsistencies of practise were observed, support was put in place through mentoring, lesson study approach and using role models to team teach or provide observation opportunities.

Next steps for development need to ensure the school sustains and embeds changes made in the teaching of English and Maths. Writing and adaptive teaching are the key focus for school improvement in 2025-26. Work to ensure the links to wider curriculum are strong and that robust assessment is used to identify and deliver next steps in learning is in place. Change to curriculum teaching to ensure secure recall of key words and application of Phonics is important, alongside the consistent teaching of spelling and handwriting in taught sessions.

Provision for children with C&I need is effective. Behaviour and engagement in learning is strong.

Pastoral provision is in place to support children to feel safe in school.

ELSA and therapeutic Animation supported children with a range of Nurture needs across the year. Work with the MHST engaged parents with parenting and children's anxiety concerns. Blocks of sessions enabled children to share their worries and access learning.

Woodland Intervention base enabled 6 C&I SEND children who were awaiting EHCP and specialist provision to access learning and school. This supported the children in developing their understanding of routines, expectations and social skills.

Ducklings Intervention provision supported the needs of 8 SEND children access learning appropriate to their needs. The provision enabled children to access speech and language, physio and OT support, differentiated learning, TEACCH workstation activities and bespoke target work from their EHCPs.

Ordinarily available provision in classrooms has been strengthened through the development of Graduated response materials, staff understanding of movement/sensory breaks, differentiated activities, workstation approaches and use of physical resources. Staff plan support to meet children's needs in C&I and hold regular meetings with parents to support children access learning.

The introduction of a Behaviour and Inclusion lead to support Ordinarily Available Provision in classrooms and lead on staff knowledge and understanding of strategies to support pupils has strengthened support for C&I in classrooms.

EAL provision is in place and supports children to develop language and attain in line with their peers.

Deputy head teachers have attended training in EAL champions and have led staff in CPD linked to oracy, activities and resourcing.

Oracy continues to be strong across the school as evidenced from learning walks, triangulation and subject lead monitoring. Use of sentence stems, teaching of vocabulary and development of language is embedded within the English curriculum and across the wider curriculum.

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

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