

## Pupil premium strategy statement – Chester Park Junior 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	295
Proportion (%) of pupil premium eligible pupils	34.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 <b>2025-2026</b> 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Michael McNama
Pupil premium lead	Meg White
Governor / Trustee lead	Caroline Hopes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,444
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
<b>Total budget for this academic year</b> <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>	£154,444

## 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 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 the core subject areas are 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"> <li>• Data for Multiplication Check and KS2 SATs to be in line with, or exceeding, National PP outcomes.</li> <li>• Progress of PP children within school is accelerated so that more children meet age related expectations.</li> <li>• Progress of PP children is in line with their peers.</li> </ul>
Quality first teaching is at least good.	<ul style="list-style-type: none"> <li>• Progress of all children is good.</li> <li>• Attainment matches or exceeds National levels</li> <li>• Learning support is deployed effectively to support and extend learning.</li> </ul>

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

### 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: £79,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>QFT Writing</b>            Ensure consistent, high-quality planning and teaching in English to strengthen writing skills. Embed the spelling scheme across all of Key Stage 2. Maintain consistent implementation of handwriting instruction. Use modelled writing to actively engage learners in the writing process. Apply adaptive teaching strategies to both support and challenge learners. Adapt and integrate Literacy Counts documentation effectively into practice.</p>	<p>The EEF guide to the pupil premium            EEF Teaching and learning toolkit            EEF Improving Literacy in KS2</p>	1

<p><b>QFT Phonics</b> The Nesy Screener will be used to identify pupils who require additional support. For children who have not yet accessed phonics, the Dancing Bears intervention will be implemented to provide targeted assistance.</p>	<p>The EEF guide to the pupil premium EEF Teaching and learning toolkit EEF Improving Literacy in KS2 EEF Supporting SEND in Mainstream Schools</p>	<p>1</p>
<p><b>QFT for EAL</b> Scaffolds, visuals, and targeted support will be used within lessons to develop language skills and ensure that EAL learners can access the curriculum. EAL interventions will be introduced using the <i>Racing to English</i> resources to provide structured and effective language development.</p>	<p>Bell assessment framework Tower Hamlets resources and language progression documents Better Bilingual Resources and Training EEF English as an Additional Language</p>	<p>3</p>
<p><b>QFT – meeting C&amp;I needs</b> Staff training will focus on ACEs and trauma-informed practice to ensure a supportive and inclusive approach. A graduated response will be implemented, incorporating physical resources and staffing to provide movement breaks and additional support where needed. Ordinarily Available Provision will be embedded across the school to promote consistency and accessibility for all learners.</p>	<p>EEF Improving social and emotional learning in Primary Schools Guidance Report EEF Social and Emotional learning NPQ SEN qualification for SENDCo</p>	<p>2, 4</p>

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

Budgeted cost: £41,479

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading sessions x 4 weekly	The EEF guide to the pupil premium	1

All children in KS2 access whole class reading.	EEF Oral language interventions document EEF Teaching and learning toolkit	
<b>Phonics keep up sessions and targeted group support</b> Any child accessing Dancing Bears intervention have group reading sessions based on their phonic knowledge, alongside Nessy intervention. The introduction of Nessy Writing Beach to support early writing.	The EEF guide to the pupil premium EEF Oral language interventions document EEF Teaching and learning toolkit	1
<b>C&amp;I needs</b> Oak Intervention provision to support children with C&I needs access learning Use of scripts, short burst learning, nurture activity and highly predictive routines	EEF Teaching and learning toolkit EEF Improving social and emotional learning in Primary Schools Guidance Report EEF Social and Emotional learning	2, 4

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

Budgeted cost: £33,869

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>C&amp;I needs</b> Pastoral support including classroom graduated responses to support children	EEF Teaching and learning toolkit EEF Improving social and emotional learning in Primary Schools Guidance Report EEF Social and Emotional learning	2, 4
<b>Pastoral Support</b> Pastoral and therapeutic input to support wellbeing and behaviour including Hamish and Milo intervention.	EEF Teaching and learning toolkit EEF Improving social and emotional learning in Primary Schools Guidance Report EEF Social and Emotional learning	4

Training via PINs project		
<b>Attendance review meetings and parenting support sessions</b> Bi-weekly attendance reviews to support families with attendance. 3x yearly targeted Support Meetings with LA.	EEF Teaching and learning toolkit	5
<b>Breakfast club</b> Places allocated for short fixed term blocks linked to family support worker input to improve attendance	EEF Teaching and learning toolkit	5
<b>Visits and extra-curricular activity</b> Allocated funding for PP children to access trips, school camp, clubs and holiday provision	EEF Teaching and learning toolkit	4, 5

**Total budgeted cost: £154,444**

## 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**

KS2 Data July 2024

	School At or higher	School PP At or higher
Reading Y6	72.7%	71%
Writing Y6	49.1%	54%
Maths Y6	60%	67%
SPaG Y6	69.1%	
Multiplication Check Y4	16% (25/25) 19.12% (Average)	0.5% (25/25) 21.7% (Average)

At the end of KS2, outcomes for Pupil Premium (PP) children were in line with, or exceeded, those of their peers. In the Multiplication Check, although only one PP pupil achieved a full score of 25/25—slightly below the overall cohort—the average score for PP pupils was higher than the school’s overall average.

Intersectionality data for PP children – Sept 2025 (100 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	295	94.2%	166	129	100	195	96	199	100	195	54	241	41	13	12	229	133	162	4	1	290
Not Disadvantaged	195	95.7%	112	83	-	195	-	195	-	195	23	172	19	4	5	167	92	103	-	-	195
Disadvantaged	100	91.2%	54	46	100	-	96	4	100	-	31	69	22	9	7	62	41	59	4	1	95

It is important to note that a number of our pupils eligible for Pupil Premium (PP) are also recorded under Safeguarding due to Child Protection (CP) plans, Child in Need (CiN) status, or Family Help involvement.

## **Review of Outcomes 2024-25**

### PP to be in line with or above National PP outcomes

When reviewing the whole-school picture, the gap between Pupil Premium (PP) and non-PP pupils is not closing, despite the positive outcomes seen at the end of the last academic year. A deeper analysis of individual PP pupils shows that many have additional needs, including SEND, EAL, being new to English, or safeguarding concerns. These factors significantly impact attainment levels and highlight the need for a broader approach to PP spending. Key areas of focus include improving attendance, supporting EAL learners, and strengthening pastoral and intervention provision to address these barriers to learning. The current emphasis on developing basic writing skills, alongside the adaptation of work during lessons and adjustments to planning, is expected to have a positive impact on PP pupils' progress and attainment.

### Quality First Teaching is at least 'Good'

Quality First Teaching (QfT) remains a key driver for improving learning outcomes across the school. This has included a strong focus on Writing and professional development in adaptive teaching, planning, and the development of basic skills. Teachers have engaged in Lesson Study sessions with Key Stage and Subject Leads to refine assessment, planning, and classroom adaptations.

The NCETM Maths programme has ensured progressive development of mathematical skills across the federation. Recent priorities have centred on embedding and deepening number knowledge, particularly multiplication. This structured approach, underpinned by mastery principles and targeted CPD, has strengthened teaching practice and built secure foundations in number fluency, enabling pupils to apply multiplication confidently across the wider curriculum.

Appraisal targets have aligned closely with QfT, focusing on Writing and pedagogical improvement. Senior Leaders have conducted Learning Walks to monitor learning behaviours, environments, and consistent application of QfT strategies. Leadership meetings have prioritised English and Maths, with CPD opportunities explored through resources such as the National College. Pupil Progress Meetings have supported data moderation and diagnostic planning, ensuring provision remains responsive and targeted to improve outcomes for all learners.

### Provision for Children with C&I is effective. Behaviour and engagement in learning is strong

### and Pastoral Provision is in place to support children to feel safe in school

Children across the school are making progress from their individual starting points. Where pupils begin to plateau, they are discussed by the Senior Leadership Team (SLT) and the SENDCo to ensure timely and appropriate support. Interventions include targeted programmes such as Nessy for literacy, structured reading support, ordinarily available classroom strategies, and pastoral interventions such as therapeutic animation and work with the Educational Mental Health Practitioner.

Behaviour records indicate an overall decrease in Stage 5 incidents over the year, reflecting improved consistency and support. The introduction of the Relationship and Inclusion Lead has

had a positive impact by enabling timely identification and follow-up for individual pupils, as well as supporting staff to establish consistent approaches to behaviour. Where concerns arise, SLT collaborate to provide additional support for teachers. Learning walks have shown that learning behaviours are strong and pupils remain engaged in their learning.

The graduated response for Communication and Interaction (C&I) is being implemented across the school, with further embedding needed in some year groups. A graduated response for Cognition and Learning is being co-created with Subject Leads and the SENDCo. Termly NTS assessments for Reading and Maths are used to predict performance, familiarise pupils with national test formats, and measure progress against national averages. For pupils working below year-group expectations, progress is tracked through reading and maths ages. Over the past year, three pupils have accessed Alternative Learning Provision, with one due to transition back into Oak Provision in Term 3. Additionally, collaboration with the NHS Educational Mental Health Practitioner project has supported pupils with low-level mental health concerns, including reducing school avoidance and improving attendance.

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

We have a growing number of multilingual learners across the school, including pupils who are new to English, which presents additional challenges for teachers and support staff. To strengthen provision, I completed EAL Champion training and led staff meetings in collaboration with the infant school to develop effective strategies. Pupils who join with dual languages or limited English in the early years typically make good progress and often reach age-related expectations by Year 6. However, the recent increase in older pupils joining with little or no English has impacted attainment data. To support these learners, teachers routinely use visuals, word mats, and task adaptations, alongside promoting Oracy and pairing pupils with positive role models. Multilingualism is celebrated as a strength, and opportunities are provided for pupils to connect with peers who share the same language.

Next steps include implementing the Racing to English intervention to further support pupils who are new to English. This will complement existing strategies and the federation-wide focus on spoken language, ensuring that all learners can access the curriculum and make strong progress.

**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