

Pupil premium strategy statement – Chorlton CE Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	228
Proportion (%) of pupil premium eligible pupils - Free School Meals - Pupil premium +	8.7% (20 pupils) 7.4% (17 pupils)
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)	2026 to 2028
Date this statement was published	20 th March 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Phil Trohear (Headteacher)

Pupil premium lead	Phil Trohear (Headteacher)
Governor / Trustee lead	Rev. Ken Flood (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
- Free School Meals	£ 24,240
- Pupil Premium + (Post LAC)	£ 55,230
- Service children	£ 370
- Early Years PPG	£ 570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£ 80,410

Part A: Pupil premium strategy plan

Statement of intent

Without exception, every child at Chorlton C of E is valued. We recognise that every child is unique, therefore we endeavour to empower our pupils and provide them with opportunities to develop and flourish irrespective of their individual learning difficulties. We are committed to discovering and supporting the individual potential of every child and we aim to provide teaching and learning experiences that are an exciting and fulfilling experience for everyone at our school. As a Rights Respecting School (Gold award), we strive to create an environment where children have access to their 42 rights at all times (Convention of the Rights of the Child, UNC, 1989)

We ensure that the teaching and learning opportunities meet the needs of all the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making the provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for a free school meal. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress gaps between PP and national in reading, writing and maths are diminished
2	More able and disadvantaged pupils are making comparative progress as their peers

3	Loss of learning time due to pandemic. COVID experiences and the impact of digital access, lockdown and bubble closures
4	Loss of learning time due to pandemic reduces number of pupils meeting phonics check
5	Pupils with SEMH/SEND through experience of early trauma and/or sensory needs struggling to regulate and access learning. - escalations in behaviour
6	Speech, language & communication needs are addressed through NHS First Response and ELKLAN interventions and subsequent referral made to NHS therapist and clinic
7	Gap in achievement between Sen Support pupils and their peers nationally at the end of KS2. SEN pupils making appropriate progress in line with peers
8	A school with little cultural diversity, much in family and ability, not wanting any group with a protected characteristic to be at any disadvantage

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
Difference between PP and national attainment in reading, writing and maths is diminished	Expected + attainment for majority of pupils
Pupils that are more able and disadvantaged are making the same progress as their peers	Expected + progress for majority of pupils
Catch up and intervention supports pupils in meeting age related expectations and above	Recovery and school led tutoring makes impact above
Catch up and intervention supports pupils in meeting phonics check	Majority of pupils meet Phonics Check
Staff understanding of early trauma increased and strategies employed to support learning	Pupils' supported to regulate and return to learning more quickly and effectively through better understanding of need

Sensory needs are being met through individualised sensory diets	More individualised timetables incorporating sensory circuits meet the above
Therapeutic interventions in place to support pupils and therefore improve learning	SEMH interventions allow pupils to access learning appropriately
Speech, language & communication needs are addressed through Nelli, Wellcomm & ELKLAN interventions and subsequent referrals made to NHS therapist and clinic.	Pupils with language & communication needs have appropriate intervention in school and via NHS and are able to access their learning, making progress and meeting ARE
Strive for more Sen Support pupils to achieve in line with their peers nationally at the end of KS2 To ensure those SEN pupils working within B-Squared (EHCP) achieve the appropriate percentage of progress within their progression step e.g. 30% to be ARE	SEN support and pupils with EHCP making expected progress with peers or within. B-Squared
To further implement to rights respecting ethos by Chorlton C.E Primary	– Increase the opportunities of pupil voice, inside and outside the school environment – To increase the awareness of children's rights and the expectations that come with their rights – To increase confidence and self-esteem for all pupils, especially vulnerable and SEMH - For the rights respecting ethos to be the golden thread that goes through all elements of school life

Activity in this academic year

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)

Budgeted cost: £ 39,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments –NFER £1300	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2,3,7
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils-Little Wandle £1000/ year subscription £2000 additional resources (books, cards, online access)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,7
Key Therapist & Th.Inc Lead full time - access for all (employed 3 days a week) £ 21,674 (Pro	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,5

Dyslexia teacher one day weekly able to carry out assessment and intervention £11,110 for the Academic year	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3,4,6,7
To increase Mathematics fluency interventions led by HLTAs, throughout the year £2,176.20	To implement the Mastering Maths approach (NCETM) from Reception to Year 6 at the start of Maths lessons. The approach will have impact on fluency, research shows accelerated progress for vulnerable and pupils below ARE	All

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions led by HLTAs, TAs across the school throughout the year - Inference, Write away, Phonics, maths etc. £11,110 for the PP pupils	As above for Dyslexia. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,6,7
Sensory Circuit led by TA for PP pupils £2,440	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining	

Forest School for PP pupils £2,248	pupils are particularly likely to benefit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition At Forest School children work together, sharing tools and ideas. Children learn about teamwork and the consequences of their actions on others. Language development is a key to future learning in young children; forest school enables an environment where pupils can develop communication and language skills. As a result of being and learning outdoors children develop stamina, strength and fine and gross motor skills, which in turn, help them access and achieve in many other areas of learning. Forest School is a way of offering children risk-taking experiences in a supported learning environment helping them to self-regulate and manage risks in their everyday lives.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Team Teach training for all staff: £1500	According to <u>figures</u> from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	All
EP SLA £13,400.00	Ed Psych supports strategies within school as well as for EHCP applications. Evidence above covers all.	All

Total budgeted cost: £ 14,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Nursery

Percentage of pupils working at or above ARE - Milestones				
Subject	Autumn Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
Literacy	31% (8ch)	46% (12ch)	62% (16ch)	81% (21ch)
Maths	35% (9ch)	46% (12ch)	73% (19ch)	92% (24ch)
PSED	31% (8ch)	42% (11ch)	73% (19ch)	88% (23ch)
PD	35% (9ch)	50% (13ch)	73% (19ch)	81% (21ch)
CL	31% (8ch)	42% (11ch)	65% (17ch)	92% (24ch)
GLD	31% (8ch)	42% (11ch)	62% (16ch)	81% (21ch)

Reception

Percentage of pupils working at or above ARE - Milestones				
Subject	Autumn Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
Literacy	57% (17 ch)	50% (15ch)	55% (16 ch)	79% (23ch)
Maths	73% (22ch)	73% (22ch)	76% (22ch)	86% (25ch)
PSED	57% (17ch)	63% (19 ch)	72% (21ch)	93% (27ch)
PD	70% (21ch)	73% (22ch)	79% (23ch)	97% (28ch)
CL	73 % (22ch)	57% (17ch)	79% (23ch)	76% (22ch)
GLD	37% (11ch)	30% (9ch)	41% (12 ch)	76% (22ch)

Year 1

		Reading	Writing	Maths
	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
All Pupils	27	78%	63%	81%
Boys	14	71%	50%	86%
Girls	13	85%	77%	77%
Pupil Premium	1	100%	100%	0%
Not Pupil Premium	26	77%	62%	85%
EAL	1	100%	100%	100%
Not EAL	26	77%	62%	81%
No SEN	20	90%	80%	85%
SEN Support	3	67%	33%	67%
EHC Plan	4	25%	0%	75%
Pupil Premium +	2	100%	0%	100%
Not Pupil Premium +	25	76%	68%	80%

Year 2

		Reading	Writing	Maths
	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
All Pupils	29	86%	72%	76%
Boys	11	91%	64%	82%
Girls	18	83%	78%	72%
Pupil Premium	4	50%	0%	25%
Not Pupil Premium	25	92%	84%	84%
EAL	1	0%	100%	0%
Not EAL	28	89%	71%	79%
No SEN	24	83%	79%	75%
SEN Support	5	100%	40%	80%

Year 3

		Reading	Writing	Maths
	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
All Pupils	30	80%	77%	80%
Boys	13	77%	77%	85%
Girls	17	82%	76%	76%
EAL	3	67%	67%	100%
Not EAL	27	81%	78%	78%
No SEN	21	95%	90%	90%
SEN Support	7	43%	43%	57%
EHC Plan	2	50%	50%	50%
Pupil Premium +	4	25%	0%	25%
Not Pupil Premium +	26	88%	88%	88%

Year 4

		Reading	Writing	Maths
	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
All Pupils	30	73%	60%	67%
Boys	17	76%	59%	76%
Girls	13	69%	62%	54%
Pupil Premium	2	50%	50%	100%
Not Pupil Premium	28	75%	61%	64%
EAL	4	75%	50%	100%
Not EAL	26	73%	62%	62%
No SEN	19	95%	84%	89%
SEN Support	9	44%	22%	33%
EHC Plan	2	0%	0%	0%
Pupil Premium +	6	33%	17%	17%
Not Pupil Premium +	24	83%	71%	79%

Year 5

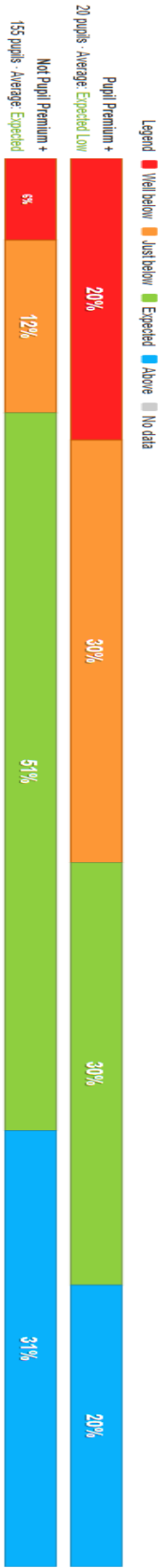
		Reading	Writing	Maths
	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
All Pupils	30	73%	67%	60%
Boys	17	71%	59%	65%
Girls	13	77%	77%	54%
Pupil Premium	2	50%	50%	50%
Not Pupil Premium	28	75%	68%	61%
EAL	2	50%	50%	0%
Not EAL	28	75%	68%	64%
No SEN	16	88%	81%	88%
SEN Support	7	100%	100%	57%
EHC Plan	7	14%	0%	0%
Pupil Premium +	4	50%	25%	25%
Not Pupil Premium +	26	77%	73%	65%

Year 6

		Reading	Writing	Maths
	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
All Pupils	29	79%	79%	79%
Boys	16	75%	75%	75%
Girls	13	85%	85%	85%
Pupil Premium	1	0%	0%	0%
Not Pupil Premium	28	82%	82%	82%
EAL	4	50%	50%	50%
Not EAL	25	84%	84%	84%
No SEN	20	95%	95%	95%
SEN Support	4	75%	75%	75%
EHC Plan	5	20%	20%	20%
Pupil Premium +	4	75%	75%	75%
Not Pupil Premium +	25	80%	80%	80%

Pupil Premium +

Reading



Writing



Maths



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	

Service pupil premium funding (optional)

<i>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</i>
1 service pupil - £ 320 Small group HLTA support for GD
The impact of that spending on service pupil premium eligible pupils
Pupil made expected progress across subjects, Exceeding in reading and maths and secure in writing

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.