Pupil Premium Strategy Statement
Chilham, St. Mary's, CE Primary School 2025-2026

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	81
Proportion (%) of pupil premium eligible pupils	27% 23 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)**	2024-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Becky Dolan Head Teacher
Pupil premium lead	Vanessa Robinson SENCO
Governor / Trustee lead	Charlotte Tiliyard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36,360.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year	£36,360.00

Part A: Pupil premium strategy plan

Statement of intent

At Chilham, St. Mary's CE Primary School, our overall aim is to ensure that all pupils irrespective of their background, family circumstances or challenges make good progress and achieve well from their starting point. The whole school community is committed and focused to develop pupils into young people who feel encouraged, and supported to explore and achieve their own potential. At Chilham, our core Christian values of love, trust, respect, honesty, forgiveness and perseverance are at the heart of everything we do and it is embedded within our curriculum and the opportunities that we provide for our children. We are a dedicated team who strive to set high expectations for all pupils and celebrate their successes. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Teachers use the Mainstream Core Standards, as well as working alongside the SLT and external professionals to support these pupils. This has proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance and punctuality** To ensure that rates of attendance are as high as possible for every child in our pupil premium cohort. Our attendance data over the last academic year indicates that attendance among pupil premium cohort is lower than for non-pupil premium cohort. Punctuality is significantly lower for the pupil premium cohort which negatively impacts upon access to pre-teaching/same day interventions and readiness for learning. Persistent absenteeism is also a concern for some children within this group.
2	**Narrow the attainment gap** To narrow the attainment gap that exists for many of our pupil premium cohort and that has been exacerbated by the Covid-19 pandemic. Assessments and pupil progress review indicate that attainment among disadvantaged pupils remains below that of non-disadvantaged pupils in Reading, Writing and Maths.

3	**SEMH needs/pupil wellbeing** Our observations and discussions with pupils and families have identified social and emotional issues for many pupils; these challenges are particularly affecting our pupil premium cohort.
4	To work collaboratively with vulnerable families to strengthen the bond between school and home.

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
Attendance of our Pupil Premium children to improve	*Attendance to be more in line with whole school attendance figures.* *Individual pupil attendance is moving in a more positive direction year on year*
Attainment gap is narrowed for Pupil Premium children	Evidence of good progress is seen in school based and national assessments as well as in children's individual learning profiles.
Wellbeing and readiness to learn improve for pupil premium cohort	Visible progress from individual starting points. Evidence of progress collated via pupil/teacher voice and wellbeing measures.
Parents and carers feel supported but the school and this impacts positively on children's school experience	Parents/carers increase engagement in school life. Evidence of progress is seen in parent voice, attendance, wellbeing indicators. Engagement in meetings to support attendance and wellbeing.

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: *£15,000 SENDCO extra day per week and TAs full time in class supporting key children.*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed research-led high quality teaching practice across the school, that considers cognitive science approaches, adaptive teaching and effective use of formative assessment	Teaching and Learning Toolkit | EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	2
To develop children's metacognition and self regulation skills through incisive and impactful feedback. Developing and teaching effective learning behaviours.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2,3
To embed the teaching of phonics and early reading, with a focus on fluency Embedding and refining use of Accelerated Reader to support accurate identification of levels of need and track progress	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics and booster groups in place to boost attainment in phonics and Year 1 children passing phonics assessment in June 2025	2

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

Budgeted cost: *£ 4,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed

To secure accelerated progress through targeted intervention in maths and reading from TAs and SENDCO	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	2

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

Budgeted cost: *£ 17,220 SENDCO extra day per week and TAs full time in class*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support to support/promote children's school attendance and punctuality through supportive conversations and tailored actions.	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Parental engagement initiatives- workshops, school events.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4

Support children's emotional development and wellbeing through a whole school approach to social and emotional learning and self regulation. Focussed and targeted support via counselling and emotional wellbeing support from SENDO and HT	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3

Total budgeted cost: £ *36,220*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of the previous academic year (2025/26)

Outcomes for disadvantaged pupils

Summary

In 2025/26, the second year of our 2024–2027 strategy, we delivered the planned activities within the staffing constraints of a small school. The end-of-key-stage 2 results show that neither of our two disadvantaged Year 6 children reached the expected standard in reading, writing and maths combined, or in reading, writing or maths separately. Attendance for FSM-eligible children was below whole-school attendance, so improving disadvantaged children's attendance remains a priority. We provided counselling and other support for key children and use individual Leurven scales to monitor pupil wellbeing.

How we assessed performance

We used the school-reported end-of-key-stage 2 results for our Year 6 cohort, school attendance information and the information provided about delivery and support. We compared attainment with the 2026 national figures for disadvantaged pupils first, then with national other pupils. As the disadvantaged Year 6 group comprised fewer than 10 children, we describe its results rather than report percentages.

Key outcomes at a glance

Measure	Our disadvantaged pupils	Our other pupils	National disadvantaged	National other pupils
Key stage 2 reading, writing and maths combined at expected standard	Neither of the two disadvantaged Year 6 children met the expected standard	–	49%	70%
Key stage 2 reading at expected standard	Neither of the two disadvantaged Year 6 children met the expected standard	–	63%	81%
Key stage 2 writing at expected standard	Neither of the two disadvantaged Year 6 children met the expected standard	–	60%	79%
Key stage 2 maths at expected standard	Neither of the two disadvantaged Year 6 children met the expected standard	–	62%	82%

Progress against our intended outcomes

- **Intended outcome 1: Attendance of our Pupil Premium children to improve**

What we did: We planned pastoral support, supportive conversations and tailored actions to promote attendance and punctuality. Strategies were delivered as planned within the context and staffing limitations of a small school.

- **Intended outcome 2: Attainment gap is narrowed for Pupil Premium children**

Success criteria: Evidence of good progress is seen in school-based and national assessments, as well as in children's individual learning profiles.

What we did: We planned to embed high-quality teaching, adaptive approaches, formative assessment, feedback and metacognition; strengthen phonics, early reading and the use of Accelerated Reader; and provide targeted reading and maths intervention through teaching assistants and the special educational needs and disabilities co-ordinator. These strategies were delivered as planned, within the staffing constraints of a small school.

- **Intended outcome 3: Wellbeing and readiness to learn improve for pupil premium cohort**

Success criteria: Visible progress from individual starting points, evidenced through pupil and teacher voice and wellbeing measures.

What we did: We planned a whole-school approach to social and emotional learning and self-regulation, with targeted emotional wellbeing support. Counselling was provided for key children, and the Community of Schools budget supported key children.

- **Intended outcome 4: Parents and carers feel supported by the school, and this impacts positively on children's school experience**

Success criteria: Parents and carers increase engagement in school life; progress is evidenced through parent voice, attendance and wellbeing indicators; and families engage in meetings to support attendance and wellbeing.

What we did: Parental engagement initiatives, including workshops and school events, were planned as part of the wider strategy. Strategies were reported as delivered as planned.

What we have learned and what we are changing

- Delivering planned activities does not, by itself, show whether they improved children's outcomes. We need to measure both participation and change.
- Attendance remains an area for action: reported FSM-eligible attendance was below the whole-school figure. This year we are strengthening our focus on disadvantaged children's attendance.
- End-of-key-stage 2 results for the two disadvantaged Year 6 children show that attainment remains a concern. We will use regular assessment and intervention reviews to identify needs and check whether support is helping.
- Counselling and other support were provided and support our vulnerable learners and those with SEMH.