

# 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 ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	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
<b>Total budget for this academic year</b>	<b>£36,360.00</b>

# 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	<b>Attendance and punctuality</b>
2	<b>Narrow the attainment gap</b>
3	<b>SEMH needs/pupil wellbeing</b>
4	<b>To work collaboratively with vulnerable families to strengthen the bond between school and home.</b>

## 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
<i>Attendance of our Pupil Premium children to improve</i>	<p>Attendance to be more in line with whole school attendance figures.</p> <p>Persistent absenteeism among disadvantaged pupils significantly reduced, as evidenced by attendance tracking and family support initiatives.</p>
Attainment gap is narrowed for Pupil Premium children	<p>Disadvantaged pupils demonstrate progress in line with their peers, as measured by standardised assessments and teacher observations.</p> <p>National average progress scores for disadvantaged pupils in KS2 writing, reading, and maths.</p> <p>Evidence of narrowing attainment gaps in internal data for all year groups.</p>
Wellbeing and readiness to learn improve for pupil premium cohort	<p>Qualitative improvements in emotional resilience and well-being, based on data from pupil and parent surveys, teacher observations.</p> <p>A clear and measurable reduction in behavioural incidents.</p> <p>Rag rated wellbeing termly by teachers</p>
Parents and carers feel supported but the school and this impacts positively on children's school experience	<p>Parents/carers increase engagement in school life. Evidence of progress is seen in parent voice, attendance, wellbeing indicators.</p> <p>Engagement in meetings to support attendance and wellbeing.</p>

## 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
Targeted CPD for staff in teaching Maths	Maths-focused CPD ensures consistent, high-quality teaching, especially for disadvantaged pupils. Staff will access evidence-based resources and training, e.g., White Rose Maths.	2,3
High quality Phonics Provison (Little Wandle)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  Phonics and booster groups in place to boost attainment in phonics and Year 1 children passing phonics assessment in June 2026	2
Embedding and refining use of Accelerated Reader to support accurate identification of levels of need and track progress	Little Wandle remains central to our systematic synthetic phonics teaching, supporting early reading progress.  Evidence from the Education Endowment Foundation (EEF) highlights phonics as highly effective in improving reading outcomes.	2, 3
Use of Widgit	We recognise that we have many children who struggle to process and understand language. Using Widgit in lessons will allow us to communicate in symbol/picture form which will reduce the language overload.	3

## 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
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: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	2,3
Targeted phonics support	Rapid "keep-up" interventions for pupils falling behind in phonics ensure they achieve expected outcomes in the Phonics Screening Check.	2,3

## 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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>  The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

Support children's emotional development from SENDO and HT	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> EEF research highlights the positive impact of social and emotional learning interventions.	3
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**Total budgeted cost: £ 36,220**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

To be added July 2026