

Cheapside CE Primary School Pupil Premium Strategy Statement 2023-2026

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	160
Proportion (%) of pupil premium eligible pupils	14%
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)	2023-2026
Date this statement was published	12/12/25
Date on which it will be reviewed	November 2026
Statement authorised by	Joanne Butler
Pupil premium lead	Joanne Butler
Governor lead	Judith Blackburn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,300 + £2,630 (PLAC)
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>	£32,930

Part A: Pupil premium strategy plan

Statement of intent

At Cheapside CE Primary School, it is our intention that all children 'Achieve their best, In thought, In word, In deed'. We pride ourselves on our inclusive approach and have high aspirations and ambitions for all. We are driven by our belief that every child should have the opportunity to learn, make progress and become compassionate, resilient citizens.

Our pupil premium funding is utilised in a range of ways that we believe will have the greatest impact on those who are entitled to receive this additional funding and the wider school. We will use it to provide a range of additional support for our children and our intention is that these specific interventions will have a significant impact on children's learning and progress and so their attainment, holistically as well as academically.

Quality First Teaching and targeted, precision intervention (1:1 and small group tuition) 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 and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 - whole school attendance is at 95.1%. - Pupil Premium children attendance is at 93.2%. For whole school attendance, authorised absences stand at 4.0%, unauthorised absences at 0.86%, and physical lateness at 1.7%. For Pupil Premium children, authorised absences are at 6.7%, unauthorised absences are very low at 0.09%, and physical lateness is slightly higher at 2.7%.
2	Social and emotional wellbeing and resilience – many children display behaviours which reflect dysregulation and anxiety.
3	Behaviour and learning attitudes – many children struggle to identify and articulate their emotions, sometimes choosing unexpected behaviours to express themselves. Many children feel disempowered in the learning process.
4	Parent engagement – many parents of children in receipt of PP do not engage in reading or home learning with their children or attend parent teacher consultations

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
Sustained improved attendance	Achieving the targets provided in the school's ABIE
Improved emotional wellbeing	Children feel empowered to express their feeling and opinions with confidence and trusting they will be supported
Children's approach to learning across the curriculum is positive	Children are able to express positive feelings toward the curriculum they learn and the pedagogy used to teach it
A partnership between school and home is developed for each child's benefit	Parents are informed and involved in their children's academic and holistic development

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Zones of Regulation, PACE, Team Teach and attachment & trauma training	Improving behaviour in schools EEF Evidence-of-Effectiveness-Brief.pdf	2 & 3
Home Learning re-brand	The-Impact-of-Parental-Engagement-on-Learner-Success613583-1.pdf	4
Dedicated assemblies and class sessions on ZofR, resources and displays	Evidence-of-Effectiveness-Brief.pdf	2 & 3
Revised RE curriculum to include worldviews to increase agency and confidence in self-expression	Pupil voice and agency: Exploring the evidence-base : My College	2 & 3

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

Budgeted cost: £29,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	5 - WELL Project ELSA Evaluation Survey March 2024.docx	1, 2, & 3
Learning in Nature	Summary of Evidence: LOtC in Natural Environments - Nov 2022	1, 2 & 3
SHINE targeted support for autistic students	Effective in raising self-esteem of pupils and building social confidence	2
Adapted curricula for specific children to encourage attendance	Summary of evidence EEF	1
Series of interventions such as Power of 2 and Literacy Gold to boost basic Numeracy and Literacy skills	Evidence Paper 2020 123 Learning.pdf Literacy Gold's Impact	3
Ensure all trips, visits and experiences are available to all children, enriching learning	Nasen research	

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent information sessions including phonics and Zones of Regulation	Evidence-of-Effectiveness-Brief.pdf	4
Personalised and specific support for children with low attendance, collaboration with EWO and inclusion EWO, use of fining	Working together to improve school attendance - GOV.UK	1

Total budgeted cost: £33,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer 2025 Comparative Data

	Reading		Writing		Maths	
	Whole cohort	Disadvantaged children	Whole cohort	Disadvantaged children	Whole cohort	Disadvantaged children
EYFS/KS1	69%	60%	57%	60%	68%	40%
KS2	78%	73%	64%	48%	73%	79%

Note: PP numbers are very low at Cheapside currently which means percentages could equate to very few children.

Analysis of what aspects of the strategy were/were not working well.

ELSA – high demand for support. Targeted groups for both ELSA and Learning in Nature (pastoral support). SMHL holding twice monthly ELSA meetings with staff with positive impact meaning there is greater resilience to support children.

Implementation of new curriculum resources from Kapow.

Literacy – I'm A Clever Writer scheme rolled out across the school Summer 2025, resulting in greater confidence amongst children as writers.

Phonics Lead monitoring the effectiveness of interventions and whole class teaching across EYFS & KS1. Purchase of additional resources. Good attendance at parent phonics information session.

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
Times Tables Rock Stars	TTRS
White Rose Maths	White Rose
Purple Mash	2Simple
Little Wandle Phonics	Little Wandle
NFER test papers	NFER
Curriculum plans	Kapow
I am a clever writer	I am a clever writer
Literacy Gold	Literacy Gold