

Chalfont St Giles Village School

Pupil Premium Strategy 2025/26

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	Infant School: 171 Junior School:228
Proportion (%) of pupil premium eligible pupils	12
Academic year/years that our current pupil premium strategy plan covers	September 2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Alastair Haywood
Pupil premium lead	Alastair Haywood
Governor / Trustee lead	Nigel Hobbs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,000
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>	£58,000

Part A: Pupil premium strategy plan

Statement of intent

At our school we want:

- Happy, resilient, healthy, well-balanced life-long learners, who strive to achieve their potential.
- Our skills-based curriculum to be an exciting, inclusive, inspiring, relevant adventure of learning through which the children develop the academic and life skills they need.
- To provide an open community where we have a sense of team spirit and belonging and where we nurture a love of learning for everyone in the school family.
- To create an ethos which promotes physical and mental health for all and where we value and respect each other.

This vision includes all members of our school community, including our disadvantaged pupils, and is what we work to achieve. Our pupil premium strategy plan provides additional support and assistance where needed to allow our disadvantaged pupils to achieve these outcomes through:

- Whole staff training to improve the quality of teaching and learning, incorporating strategies such as the Oracy Project, vocabulary training, Talk 4 Writing, Power of Reading and Mastery in Maths.
- Providing a range of experiences through our curriculum, clubs, visits to school and school trips
- Targeted teaching support
- Mental health support through our Nurture LSA
- Staff, with excellent knowledge of the children in their class, allowing opportunities to be champions for the disadvantaged
- Focused mentoring
- Regular contact with our school's Pupil Premium Champion
- Extra-curricular opportunities such as musical instrument lessons and after school clubs
- Additional support when applying for secondary schools
- Providing resources (uniform, stationery)
- Providing funding for school trips
- Supporting children through homework club, morning breakfast and maths clubs

We believe that high quality whole class teaching is the most cost-effective way to help close any gaps and ensure all pupils make progress. High quality emotional support and education also play a key role in children being ready to learn and many of our disadvantaged pupils see our Nurture LSA on a regular basis to support them with this. Building a good working relationship between home and school is key to children succeeding and through initiatives like our curriculum tuition, homework club at KS2 and regular additional contact with parents of disadvantaged pupils, we build positive relationships. These examples are in addition to regular meetings ie parents' evenings/SEN reviews.

The key principles of our strategy plan are:

- To support our disadvantaged pupils academically and mentally so that they can succeed

- To build and maintain strong relationships with our disadvantaged pupils and their parents/guardians
- To provide good role models for our disadvantaged pupils
- To inspire our disadvantaged pupils, increasing their cultural capital and understanding of the world

Challenges

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

Challenge number	Detail of challenge
1	Some children are struggling with routines of school and others with the routines associated with learning. Some of the children have feelings of unease and are anxious about school and others need extra support to explore their feelings and emotions.
2	A number of disadvantaged pupils do not read regularly at home. Some disadvantaged children are less fluent in their reading and the gap between these children and those that read widely is slightly wider.
3	Oracy – some children are less confident when sharing ideas and lack focus when listening to others. They struggle to articulate their ideas and thinking due to Vocabulary and language gaps.
4	Gaps in subject-specific and technical vocabulary, typically learned in other contexts, are evident
5	Some subject-specific content has been missed, leading to gaps in learning. Recall of basic skills needs some consolidation i.e. recall of addition facts, times tables and some taught calculation strategies in maths. Plans for over learning and consolidation within maths lessons will be needed.
6	A minority of disadvantaged pupils still have attendance well below expectations for a range of reasons. Some of this has been due to anxiety about school but also around challenges of how parents might value education and the importance of high attendance.
7	There are cultural capital gaps for all children
8	Poor access to resources including IT.

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
Disadvantaged pupils to feel happy and secure to come to school and learn and show ambition towards their future.	Increased attendance from targeted pupils. Children to respond positively to termly discussion with Pupil Premium Champion about their happiness levels in school.

	Pupil survey reflects that children feel happy and secure.
Progress in Reading To close the gap with peers in reading attainment at the end of EYFS, KS1 and KS2 in comparison with 2023/24.	To make expected or better progress through the curriculum in each year of schooling.
Progress in Writing To close the gap with peers in writing attainment at the end of EYFS, KS1 and KS2 in comparison with 2023/24.	To make expected or better progress through the curriculum in each year of schooling.
Progress in Mathematics To close the gap with peers in maths attainment and the MTC at the end of EYFS, KS1 and KS2 in comparison with 2023/24.	To make expected or better progress through the curriculum in each year of schooling.
Phonics Achieve national average expected standard in PSC	An increase in the proportion of disadvantaged children reaching the expected standard, year on year.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to utilise and train new staff on using Oracy within lessons to develop pupils speaking and listening skills.</p> <p>To provide training for staff to further develop children's vocabulary</p>	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>This will aid language development, increasing children's language skills, vocabulary and understanding of words. This will also improve their pre reading skills, comprehension, vocabulary and writing. This will also support a child's ability to reach the expected standard in the phonics check.</p>	2 and 3
To provide the resources and training for staff to implement our structured, systematic synthetic	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills,	2, 4 and 5

<p>phonics approach- Phonic Bug Club.</p> <p>To continue to offer booster sessions and pre-school catchup interventions for children struggling with phonics.</p>	<p>particularly for children from disadvantaged backgrounds.</p>	
<p>Provide opportunities for the children that widen their experiences and close the cultural capital gap This will include having visitors to school, school trips etc.</p> <p>Fund these trips for children in receipt of pupil premium wherever possible.</p> <p>Provide funding for children to access music lessons and after school clubs as needed.</p>	<p>Having these experiences deepens their knowledge and understanding of the world around them and develops links in learning. It also strengthens their resilience and builds collaborative approaches to learning which shows a 5 month gain (EFF).</p>	<p>7</p>

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First teaching, using effective oral feedback.</p>	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation. Structured feedback like this can achieve a 6+ month gain according to the EEF.</p>	<p>1 and 5</p>
<p>Continue to use collaborative learning approaches across the curriculum including</p>	<p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small</p>	<p>1 and 5</p>

Power of Reading, Mastery in maths and Talk for Writing.	<p>enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.</p> <p>Collaborative approaches have also shown a 5 month gain across a year.</p>	
Small and targeted maths support group teaching Year 6 children for every Maths lesson.		
If required, Pupil Premium children to be provided with devices already allocated to the school to access google classroom and resources to support learning at home.	<p>Digital technology is mainly associated with computer or digital technology based strategies to support children's development and learning within educational settings and contexts for early years learning.</p> <p>There is a measured +4 month gain associated with effective access to IT</p>	8
Provide more targeted interventions for those pupils identified as having greater need through ELSA/Nurture/Pastoral sessions. This will include the use of Drawing and Talking where appropriate. Informal sessions with nurture LSA also to be used to support children emotionally.	Social and Emotional Learning has a 4 month gain according to the EEF. Previous years where we have used this process have shown good gains for children involved emotionally and academically. Relationships with parents have also been improved.	1

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide children with resources that staff identify as required ie computer, uniform, stationary etc	<p>Digital technology is mainly associated with computer or digital technology based strategies to support children's development and learning within educational settings and contexts for early years learning.,</p> <p>There is a measured +4 month gain associated with effective access to IT</p>	4, 5, 7, 8

	<p>There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour. It is important to remember that improved behaviour, on its own, does not necessarily lead to better learning, though it may be an important precondition.</p> <p>Providing musical instruments (ukulele and recorder) in relevant year groups has no measured benefit but Professor Becky Francis, CEO of the Education Endowment Foundation, said:</p> <p>"All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. But with schools increasingly accountable for the impact of all of their spending decisions on pupil attainment, we could do with knowing more about the relative benefits of different approaches and strategies. Today's trials were commissioned to find out if arts based education programmes can help pupils make progress. While we're unable to draw strong conclusions from the findings, they do tell us that including these programmes in the curriculum does not stop pupils making progress in literacy. No matter what causal link to attainment does – or doesn't – exist, schools should still find space in their day to ensure all children benefit from a stimulating cultural education."</p>	
<p>Whole class mental health and wellbeing- ensuring that they are learning ready and supported so that they are happy and feel safe which will in turn have impact on their engagement, motivation and progress. Social and emotional leaning will be a priority. Metacognitive approaches used will support self-regulation</p>	<p>Social and Emotional Learning has a 4 month gain according to the EEF. Previous years where we have used this process have shown good gains for children involved emotionally and academically.</p>	<p>1</p>
<p>Rocky Road club to be offered to selected Pupil Premium children.</p>	<p>In previous years, the emotional and cultural capital opportunities of Rocky Road Club have been appreciated by children, building positive relationships with school and also engaging parents.</p> <p>Social and Emotional Learning has a 4 month gain according to the EEF.</p>	<p>1, 3, 7</p>

<p>Pupil mentoring by pupil premium champion and identified staff.</p>	<p>Mentoring in education involves pairing young people with a member of staff, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge</p> <p>Effective mentoring can lead to learning gains of +2 months over the course of a year.</p>	<p>1, 3, 7</p>
<p>Attendance to be monitored multiple times per term, with communication home regularly explaining the consequences and expectations to those below average.</p>	<p>In previous years, children's attendance has increased with communication from Headteacher and involvement of EWO where necessary. Staff have visited children's houses and persuaded them to come in too, building relationships with parents and children.</p> <p>Improving attendance has a major impact on progress .</p>	<p>6</p>
<p>Focus groups to be held with parents to discuss reasons for low attendance what school could do to help with these.</p>	<p>In previous years, children's attendance has increased with communication from Headteacher and involvement of EWO where necessary. Staff have visited children's houses and persuaded them to come in too, building relationships with parents and children.</p> <p>Improving attendance has a major impact on progress .</p>	<p>6</p>
<p>Attendance is an identified area on the school development plan.</p>	<p>In previous years, children's attendance has increased with communication from Headteacher and involvement of EWO where necessary. Staff have visited children's houses and persuaded them to come in too, building relationships with parents and children.</p> <p>Improving attendance has a major impact on progress .</p>	<p>6</p>
<p>Funding opportunities to Pupil Premium children in order to give them greater exposure to different activities.</p>	<p>Evidence from the EEF shows that although there is little support for increasing exposure to the arts/ clubs having positive impact on academic progress it is recognised that other outcomes such as self-efficacy, motivation and teamwork are positively impacted and these in turn improve outcomes for the children.</p> <p>Exposure to different opportunities and environments increases children's cultural capital and understanding of how different people live and learn. This widens children's lived experience and widens their horizons.</p>	<p>1, 6, 7</p>
<p>Residential visits and other trips funded for Pupil</p>	<p>Evidence from the EEF shows that although there is little support for residentials and trips</p>	<p>7</p>

<p>Premium children to allow them to increase their culture capital and engage in their learning.</p>	<p>having positive impact on academic progress it is recognised that other outcomes such as self-efficacy, motivation and teamwork are positively impacted and these in turn improve outcomes for the children.</p> <p>Trips are consistently things that pupils enjoy and being able to experience these opportunities with their peers allows pupils to more fully enjoy their education.</p>	
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Total budgeted cost: £55,000