Pupil Premium Strategy 2026/27

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	Infant School: 164 Junior School:230
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers	September 2024 - 2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
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 *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£58,000

Pupil Premium Strategy Plan

Statement of intent

At Chalfont St Giles Village School we want every child to be a happy, resilient, healthy and well-balanced lifelong learner who strives to achieve their potential. We want them to be part of an open community with

a strong sense of team spirit and belonging, where a love of learning is nurtured in everyone. This ambition applies to all our pupils. Our pupil premium strategy exists to make sure it is realised just as fully for those who are disadvantaged.

Our ultimate objectives are that disadvantaged pupils:

- achieve as well as their peers in reading, writing and maths at the end of each key stage, with more reaching greater depth
- read fluently and often, and speak with confidence using a rich vocabulary
- attend school regularly and feel happy, safe and ready to learn
- take a full part in school life, including clubs, trips, residentials and the wider curriculum.

How our plan works towards these objectives

High-quality teaching is at the heart of our approach. It has the greatest impact on disadvantaged pupils and benefits every child. Our teaching priorities are oracy and vocabulary, early reading and phonics, and fluency in maths. We deliver them through our established approaches: oracy opportunities throughout the curriculum , Bug Club Phonics, Power of Reading, Talk for Writing and Mastery in Maths. Staff training and monitoring will check that these approaches work well for our disadvantaged pupils in particular.

Where assessment shows that a pupil needs more, we add targeted support in small groups, such as phonics keep-up sessions and additional maths teaching.

We know that children learn best when they feel secure. Our Nurture LSA provides emotional support to pupils who need it, and our Pupil Premium Champion keeps in regular contact with each disadvantaged pupil. Our "Be Ready to Learn" behaviour expectations help every child arrive in class ready to learn.

We also remove practical barriers. We provide uniform and stationery where needed and fund trips, residentials and clubs. We give extra support with secondary school applications, and we work closely with families where attendance is a concern.

Our disadvantaged pupils are a relatively small group across our two sites, so we know each of them as an individual. Our approach is therefore based on regular assessment of each child's needs, not assumptions about the impact of disadvantage. Some activities will also benefit other pupils with similar needs.

Challenges

This section sets out the main challenges to achievement that we have identified among our disadvantaged pupils. They are based on our assessment data, observations in lessons and around school, and conversations with pupils, families and staff.

Challenge number	Detail of challenge
1	**Routines, anxiety and emotional wellbeing.** Some disadvantaged pupils find the routines of school, and the routines associated with learning, harder to manage. Some feel uneasy or anxious about coming to school, and others need extra support to explore and manage their feelings and emotions. This affects how ready they are to learn. In 2025/26, 14 of our 33 disadvantaged pupils were supported by our Nurture LSA.
2	**Reading fluency and reading at home.** A number of disadvantaged pupils do not read regularly at home, so they get less practice than their peers. Some are less fluent readers, and the gap between them and pupils who read widely grows as they move through the school (in 2026, 3 of 7 disadvantaged pupils in Year 6 did not reach the expected standard in reading, compared with 6% of their peers). For our youngest pupils this starts with phonics: 3 of 6 disadvantaged pupils (50%) met the expected standard in the 2026 Phonics Screening Check, compared with 77% of their peers. By the end of Year 2, 4 of 8 disadvantaged pupils (50%) had passed, compared with 96% of their peers.
3	**Oracy.** Some disadvantaged pupils are less confident when sharing their ideas and find it harder to listen carefully to others. They struggle to explain their ideas and thinking clearly, and observations show they are less likely to contribute in class discussions.
4	**Vocabulary.** Assessments and observations show gaps in disadvantaged pupils' vocabulary. These include the subject-specific and technical vocabulary that many children pick up through conversations, reading and experiences outside school. This affects their understanding across the curriculum and the quality of their writing.
5	**Gaps in learning and recall of basic skills in maths.** Some disadvantaged pupils have gaps in their learning. Recall of basic skills needs consolidating, particularly addition facts, times tables and taught calculation strategies. In 2026, disadvantaged pupils' average Multiplication Tables Check score was 17.1 out of 25, compared with 21.4 for their peers, and 2 of 10 scored full marks, compared with 41% of their peers. At the end of KS2, 3 of 7 disadvantaged pupils (43%) reached the expected standard in maths, compared with 84% of their peers, and their average scaled score was 97.0.
6	**Attendance.** A minority of disadvantaged pupils have attendance well below expectations, for a range of reasons. Attendance for disadvantaged pupils in 2025/26 was 91.2%, compared with 95.7% for their peers, and 17 of 50 (34%) were persistently absent, compared with 8% of their peers. For some, anxiety about school is a factor. Some families face practical pressures, and not all are aware of how much learning is lost through occasional days off.
7	**Wider experiences.** Disadvantaged pupils take part in clubs, trips and wider opportunities less often than their peers (we will begin tracking participation for every pupil in 2026/27 through our new enrichment tracker, so that we can measure this). This means fewer experiences to draw on in their learning, and it can affect their sense of belonging in school.

Challenge number	Detail of challenge
8	**Access to resources.** Some disadvantaged pupils have less access at home to the resources that support learning, including IT, books and equipment. We currently know of no disadvantaged pupil without a suitable device or internet access. Because much of our homework is set online, we check this regularly and act quickly when a need arises.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (summer 2027), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils feel happy and secure in school, manage the routines of school and learning, and are ready to learn.	The annual pupil survey shows disadvantaged pupils feel as happy and safe in school as their peers. At least 75% of the pupils supported by our Nurture LSA show improvement on a pre- and post-support measure. Class teachers report improved readiness to learn for identified pupils at termly pupil progress meetings. Pupils feel positive about school and can name an adult they trust.
Disadvantaged pupils read fluently and often, starting with secure phonics.	The proportion of disadvantaged pupils meeting the expected standard in the Phonics Screening Check rises from 50% in 2026 to at least 65% in 2027, moving towards the national average for all pupils, with all Year 2 resit pupils passing. The gap in reading at the expected standard at the end of KS2 narrows from 37 percentage points in 2026 (57% compared with 94% of their peers) to no more than 30 percentage points in 2027. Reading records show disadvantaged pupils reading at home or with an adult in school at least 3 times a week.
Disadvantaged pupils speak with confidence, listen carefully and explain their thinking clearly.	Lesson visits show disadvantaged pupils contributing to discussion as often as their peers. Pupil voice shows increased confidence in speaking in front of others.

Intended outcome	Success criteria
Disadvantaged pupils have a wider vocabulary, including subject-specific vocabulary, which they use in their speaking and writing.	Disadvantaged pupils making gains in line with their peers. Work scrutiny shows disadvantaged pupils using taught vocabulary accurately. The gap in writing at the expected standard at the end of KS2 narrows from 25 percentage points in 2026 (57% compared with 82% of their peers) to no more than 20 percentage points in 2027. The proportion of disadvantaged pupils achieving the EYFS early learning goals in communication and language and in literacy rises from 50% in 2026 (1 of 2 children, with Writing the only goal missed) to be in line with their peers in 2027.
Disadvantaged pupils recall number facts and times tables fluently and have fewer gaps in their maths learning.	Disadvantaged pupils' average Multiplication Tables Check score rises from 17.1 in 2026 to at least 18.5 in 2027, closing the gap with their peers (21.4). The gap in maths at the expected standard at the end of KS2 narrows from 41 percentage points in 2026 (43% compared with 84% of their peers) to no more than 35 percentage points in 2027.
Disadvantaged pupils attend school regularly.	Attendance of disadvantaged pupils rises from 91.2% in 2026 to at least 92.5% in 2027, and the gap with their peers (95.7% in 2026) is no more than 3.5 percentage points. The number of persistently absent disadvantaged pupils falls from 17 (34%) in 2026 to 14 or fewer in 2027. Every family of a disadvantaged pupil with attendance below 90% has had a support meeting and an agreed plan.
Disadvantaged pupils take a full part in wider school life.	Our enrichment tracker, introduced in 2026/27, shows disadvantaged pupils attending at least one extra-curricular club each year in line with their peers, with 2026/27 as our baseline year. All disadvantaged pupils take part in every trip and residential, with no pupil missing out because of cost.
Disadvantaged pupils have the resources they need to learn at home and in school.	Every disadvantaged pupil identified as needing a device, books, uniform or equipment receives it within one week of the need being identified. Homework completion for disadvantaged pupils is in line with their peers.

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy and vocabulary in every class. Vocubulary Ninja, oracy in class and high expectations of pupil contribution from all students. Disadvantaged pupils are given planned speaking roles, and lesson visits check how often they contribute.	EEF Teaching and Learning Toolkit, oral language interventions: high impact (+6 months) for very low cost, based on extensive evidence; structured approaches work best. Observations show disadvantaged pupils contribute less often in class discussion, and gaps in vocabulary affect their writing: in 2026, 4 of 7 met the expected standard in writing, compared with 82% of their peers.	3 and 4
Phonics training and fidelity (SDP phonics objective). Bug Club Phonics training for all Reception, Year 1 and Year 2 staff, including new teachers and LSAs, with termly fidelity checks by the phonics lead so every group is taught the same way.	EEF Toolkit, phonics: moderate impact (+5 months) for very low cost, based on extensive evidence, and particularly effective for disadvantaged pupils. In 2026, 3 of 6 disadvantaged pupils passed the Phonics Screening Check in Year 1, compared with 77% of their peers.	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths fluency and mastery (SDP maths objective). CPD on daily fluency practice (number bonds, times tables and taught calculation strategies) and on questioning that deepens understanding. Teachers check disadvantaged pupils' recall at the start of each unit and close gaps before new learning.	EEF Toolkit, mastery learning: moderate impact (+5 months) for low cost. Maths is our widest gap: in 2026, 3 of 7 disadvantaged pupils met the expected standard at the end of KS2, compared with 84% of their peers, and their average scaled score was 97.0.	5
Metacognition and Be Ready to Learn. CPD on explicitly teaching pupils to plan, monitor and review their own learning, built into our new Be Ready to Learn expectations so every class uses the same language and routines at the start of lessons.	EEF Toolkit, metacognition and self-regulation: high impact (+8 months) for very low cost, based on extensive evidence. Some disadvantaged pupils find the routines of learning harder to manage, which affects how ready they are to learn.	1 and 5

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
Year 6 maths group. A teacher teaches a small group in every Year 6 maths lesson for pupils working below the expected standard, including other pupils with similar needs. Groups are reviewed each half term using our assessments.	EEF Toolkit, small group tuition: moderate impact (+4 months) for low cost; low-attaining and disadvantaged pupils benefit most. In 2026, none of our 7 disadvantaged Year 6 pupils reached the higher standard in maths and 4 did not reach the expected standard.	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Times tables and number fluency, Years 3 to 5. Trained LSAs run short times tables groups three times a week for disadvantaged pupils who are not yet secure, using Times Tables Rock Stars between sessions, ahead of the Year 4 check.	EEF Toolkit, teaching assistant interventions: moderate impact (+4 months), rising to +4 to +6 months where LSAs are trained to deliver structured sessions of about 30 minutes several times a week. In 2026, disadvantaged pupils averaged 17.1 in the Multiplication Tables Check, compared with 21.4 for their peers.	5
Phonics keep-up and Year 2 resits. Same-day keep-up sessions for any pupil in Reception or Year 1 who falls behind, with disadvantaged pupils prioritised, and a daily phonics group for Year 2 pupils resitting the check.	EEF Toolkit, phonics (+5 months) and teaching assistant interventions (+4 months). In 2026, only 4 of 8 disadvantaged pupils had passed the check by the end of Year 2, compared with 96% of their peers.	2
Daily readers and comprehension groups. Disadvantaged pupils who do not read regularly at home read with an adult in school at least 3 times a week. Small comprehension groups (VIPERS) for pupils working below the expected standard in reading.	EEF Toolkit, reading comprehension strategies: high impact (+6 months) for very low cost. In 2026, 3 of 7 disadvantaged Year 6 pupils did not reach the expected standard in reading, compared with 6% of their peers.	2
Nurture and ELSA support. Our Nurture LSA works with pupils identified at termly pupil progress meetings, in blocks of sessions that include Drawing and Talking where appropriate. Progress is measured with the same rating before and after each block.	EEF Toolkit, social and emotional learning: +3 months on average (+2 months in primary schools), moderate evidence; the main aim here is emotional readiness to learn rather than attainment. In 2025/26, 14 of our 33 disadvantaged pupils were supported by our Nurture LSA.	1

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Be Kind, Be Safe, Be Respectful, Be Ready to Learn (SDP behaviour objective). The four areas are taught explicitly in every class at both sites, with a daily recognition system. We check that disadvantaged pupils are recognised as often as their peers.	EEF Toolkit, behaviour interventions: moderate impact (+4 months) for low cost. Consistent expectations and routines help pupils who find school routines harder to manage feel secure and ready to learn.	1
Pupil premium champion. The pupil premium champion meets each disadvantaged pupil at least once each half term to check wellbeing, attendance, reading at home and club participation, and follows up with families and class teachers.	EEF Toolkit, mentoring: low impact (+2 months) for moderate cost; used here mainly to build relationships and spot barriers early, rather than for direct attainment gains.	1, 6 and 7
Rocky Road Club. Offered to selected disadvantaged pupils, chosen at pupil progress meetings, to build relationships with school, confidence and social skills. Pupil voice is gathered before and after to check impact.	EEF Toolkit, social and emotional learning: +3 months on average, moderate evidence. In previous years, children and parents have valued the club and it has built positive relationships with school.	1, 3 and 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Removing cost barriers. Uniform, stationery, equipment, instruments and books provided where a need is identified, and devices lent for online homework. The pupil premium champion checks needs each term and meets them within one week.	No direct attainment evidence is claimed. The rationale is that disadvantaged pupils are not visibly different from their peers and can take part fully in lessons and homework, which supports belonging and attendance. Much of our homework is set online.	7 and 8
Early identification and support. The attendance lead and pupil premium champion review the attendance of every disadvantaged pupil fortnightly, looking at patterns as well as percentages (for example, absence around school holidays or on the same day each week). Families are contacted at the first sign of a concern, before attendance falls below 90%. Where it does fall below 90%, the family is invited to a support meeting and agrees an attendance plan, reviewed every four weeks. If support does not lead to improvement, we work with the local authority attendance team, with formal action used only as a last resort.	The DfE statutory guidance, Working together to improve school attendance (2024), sets out a support-first approach: expect, monitor, listen and understand, facilitate support, formalise support and, only then, enforce. DfE research shows a clear link between absence and attainment: pupils with higher attainment at the end of KS2 had lower levels of absence. In 2025/26, attendance for disadvantaged pupils was 91.2%, compared with 95.7% for their peers, and 34% were persistently absent. Our attendance data shows 23 of these 50 pupils were absent immediately before or after a school holiday and 12 had repeated absence or lateness on the same day of the week, so these patterns are a focus.	6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Listening to families. Termly informal drop-ins for parents and carers, with families of disadvantaged pupils personally invited by the pupil premium champion. Attendance is one theme alongside reading, homework and wellbeing, so that no family feels singled out. Where a barrier is identified, such as anxiety about school, morning routines or getting to school, we agree practical help, for example a morning check-in with our Nurture LSA or a phased plan to rebuild attendance.	The EEF Teaching and Learning Toolkit rates parental engagement as moderate impact (+4 months) for very low cost. The DfE attendance guidance stresses listening to and understanding the barriers each family faces before support is formalised. For some of our disadvantaged pupils, anxiety about school is a factor in their absence (Challenge 1), so support from our Nurture LSA is part of our attendance response.	1 and 6
Accountability. Attendance of disadvantaged pupils is reported to governors each term against our 2027 targets (attendance of at least 92.5% and no more than 14 pupils persistently absent), and the pupil premium governor reviews progress with the attendance lead. Class teachers receive their disadvantaged pupils' attendance each half term so that they can notice absence early and welcome pupils back.	The DfE attendance guidance expects governing boards to review attendance data regularly, challenge trends and help leaders focus improvement on the pupils who need it most. Termly reporting means the gap between disadvantaged pupils and their peers (4.5 percentage points in 2025/26) is checked during the year, not only at the end of it.	6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment for every disadvantaged pupil (SDP enrichment objective). Trips and visitors funded for disadvantaged pupils, residentials subsidised, and at least one club a year funded where needed. Participation is tracked on our new enrichment tracker from 2026/27, and pupils who are not taking part are invited personally.	EEF Toolkit, arts participation: +3 months for very low cost, moderate evidence. The DfE Enrichment Framework (June 2026) asks schools to track participation and outcomes; our SDP enrichment objective tracks disadvantaged and SEND pupils in particular.	7

Total budgeted cost: £58,000 (including £3,000 held as contingency for emerging need, such as disadvantaged pupils joining during the year)