

Pupil Premium Strategy Statement

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	341
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lisa Guest
Pupil premium lead	Dawn Cox
Governor / Trustee lead	Ronald Pillay

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£340,118
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	£340,118

Pupil Premium Strategy Statement

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Chivenor Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential and thus implement a 100% culture that permeates throughout school. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.

The challenges facing disadvantaged pupils and their families are varied and there is no “one size fits all”, however, through relationships with staff and families, we aim to know every child, as an individual, and tailor the support to precisely meet their needs. Common factors affecting pupil premium pupils include: lack of support at home, poor language and communication skills, lack of confidence and limited life experiences. There may also be more complex family circumstances that prevent children from flourishing.

Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Chivenor, we are determined to provide the support and guidance they need to help them overcome these barriers.

In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum. We take pride in helping children to be confident, happy and resilient, ensuring they are ready to find their place in the world.

Our ultimate objectives are:

- to eradicate the attainment gap between disadvantaged and non-disadvantaged pupils in all subject areas (including in attainment at greater depth);
- to foster meaningful partnerships between home and school, by supporting all families to participate in all areas of school life as well as providing them with strategies to meet the academic, as well as social and emotional needs, of their children;
- to facilitate excellent learning opportunities, through an expertly taught curriculum which includes meaningful feedback, targeted questioning and accurate assessments.

We aim to do this by:

- ensuring that high quality teaching and learning opportunities meet the needs of all pupils;
- delivering an expertly planned curriculum which ensures pupils make rapid progress; delivering an aspirational broad and balanced curriculum which plans for experiential experiences to develop skills such as application, analysis and evaluation;
- providing families with the tools that they need to support their child’s learning in school through providing them with key learning concepts prior to learning taking place;
- holding regular drop –in sessions for families such as coffee mornings, stay and play and well-being sessions to provide targeted support; improving children’s well-being and developing skills such as problem solving, risk taking and improved communication through our outdoor learning provision;
- providing school clubs, trips and experiences to enhance cultural capital and widen horizons.

The key principles of the plan are to provide a holistic and well-rounded approach towards education providing an exceptional foundation for life-long learning. Our culture of 100% ensures that every child has the opportunity to grow in self-confidence, academic success, and artistic endeavours. This is achieved by providing a rigorously planned and evaluated curriculum, opportunities for wide-ranging extracurricular participation and exceptional pastoral care.

Pupil Premium Strategy Statement

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils enter school with significantly lower starting points than their peers. Many start school with underdeveloped oral language and vocabulary which hinders speech and communication skills.
2	Low aspirations and parents with poor experience of education leads to a limited and poor ethos towards reading. Disadvantaged pupils do not typically read at home.
3	Pupils and their families have social, emotional and well-being needs that are unmet, including mental health. Referrals for support remain high in school and to external agencies.
4	Pupils have limited experiences beyond their home life and immediate community. This impacts on writing as experiences as disadvantaged pupils have limited out of school enrichment. Cultural Capital is restricted and this has an impact on their ability to draw on experiences in their writing.
5	Attendance rates for disadvantaged pupils are on average 2% lower than non-disadvantaged pupils and families remain challenging.
6	Low attainment and slow progress rates made by disadvantaged pupils, with poor parental engagement with learning.

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
1) Disadvantaged pupils achieve at least age related expectations and have improved maths, oral and vocabulary skills	End of Summer will show that 100% of disadvantaged children have made at least expected progress from the previous Summer. Gap analysis shows reduced gaps in combined attainment at ARE and at greater depth. Specific support in place for individuals and staff have a clear understanding of pupils' individual needs. Assessments and observations indicate significantly improved maths, oral language among disadvantaged pupils. Children are prepared for the next stage of their education.
2) Raised attainment for disadvantaged pupils in reading. Pupils make accelerated progress in reading and phonics.	Reading is rigorously monitored and tracked via Accelerated reader. Data is used to focus on key pupils for additional support, including daily readers. Online monitoring of reading at home shows an increased engagement at home.

	<p>All attainment is at least in line with national expected outcomes. Support and strategies are in place for parents to engage them in reading at home. Disadvantaged children develop a love of reading through a range of school strategies and wide ranging texts both physical and online. Support provided by mentors in interventions impacts positively in class and on attainment.</p>
<p>3) Mental health and well-being is promoted and all pupils have a support system in place to facilitate in school and at home support. Barriers to learning are reduced.</p>	<p>Early Intervention strategies have reduced barriers to learning. Referrals to the team are acted upon. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils with educational activities impacting positively on children's self-esteem and achievement. Children show greater resilience and ability to self-regulate and demonstrate a greater engagement with their learning. Identified pupils are allocated a Learning Mentor, who will meet with them regularly and provide support/alleviate barriers. Families feel supported, they believe they can achieve 100% culture.</p>
<p>4) School will deliver an engaging, broad and varied curriculum, which provides pupils with a breadth of experiences and a lifelong learning culture is established.</p>	<p>Curriculum offer ensures a wide range of visits/experiences to inspire/enhance learning and make it memorable. Learning is meaningful and relevant. Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences. Prep for learning has a positive impact on learning and parents show increased engagement. Learning through outdoor experiences showcase unique talents which lead to profound changes in confidence and self-esteem as well as high achievement in all areas of the curriculum.</p>
<p>5) To achieve and sustain improved attendance for all pupils, particularly dis-advantaged and rigorous systems and forensic analysis are in place.</p>	<p>PP attendance is in line with non PP and whole school figures are inline with national. There is a decrease in PA. Identified families receive/offered sufficient support to increase attendance. Early Help offers made and supports families to improve attendance. Attendance has a high profile in school. New strategies have an impact on families of concern.</p>

Pupil Premium Strategy Statement

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

1) Teaching

Budgeted cost: £123,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early reading strategy is underpinned by the RWI programme. Training focuses on inclusion and support for disadvantaged pupils and families.</p>	<p>Reading comprehension strategies have a high impact on average (+6 months).</p> <p>Accelerated progress is seen in data and information is used to support pupils.</p> <p>Small group and individual interventions raise attainment, confidence and self-belief.</p> <p>Results from EFF projects for fluency shows significant improvement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Clear support and strategies are in place for disadvantaged pupils to access a range of texts and progress is closely monitored and evaluated.</p>	<p>1 & 2</p>
<p>Staff training and development focuses on quality T&L and assessment in all subjects.</p>	<p>The EEF research around the impact of high quality CPD is that through utilising a multifaceted approach, this enhances the quality of teaching and improves outcomes for all groups of pupils.</p> <p>Good quality teaching that impacts on pupil attainment and progress.</p> <p>Staff engage in self-directed study.</p> <p>Bespoke training delivers support for staff to deliver excellent provision for all. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p>	<p>1 & 2</p>
<p>Senior/Middle leaders coach and mentor teachers to secure quality first teaching – key focus maths, reading and writing development.</p>	<p>Quality First teaching raises standards and provides high quality learning for all.</p> <p>Coaching supports leadership development and confidence when mentoring staff.</p> <p>Time used for leaders to coach and mentor staff shows that the quality of provision within lessons improves. Leadership Time used to evaluate the impact of provision and make quick and effective adaptations.</p>	<p>1, 2, & 6</p>

Pupil Premium Strategy Statement

	<p>ECTs have access to a wide range of development and training strategies and experiences.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151</p>	
Senior teachers deployed to teach in Year 6 to ensure pace, quality and consistency in teaching.	<p>As the size of a class or teaching group gets smaller, the EEF suggests that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy - Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>	1, 2 & 6
Specific SEND resources and equipment to support all vulnerable groups.	<p>Resources support children to access learning through removing identified barriers.</p> <p>Pupil engagement increases through being able to engage in all learning activities in line with need.</p>	1, 2, 4 & 6
Bespoke learning days with outside providers inspires and motivates learning.	Outside providers deliver enrichment days in coding, maths, reading and writing	2, 4, 5 & 6
Release time for RWInc Lead for coaching and securing quality first teaching – key focus reading.	<p>Phonics results are above national</p> <p>Teachers are more confident in delivering RWInc</p>	1, 2 & 6
Specialist Music, Sports and Drama provision in order to raise aspiration	<p>As recommended by EEF Specialist teachers emphasise and model the importance of extending pupils in lessons - particularly disadvantaged pupils where vocabulary acquisition needs enriching.</p> <p>Arts including music is a vital aspect of a nurturing and inspiring curriculum</p> <p>Research shows that mastery and specialist teaching has a positive impact on primary pupils.</p> <p>Wider benefits such as more positive attitudes to learning and increased wellbeing have been consistently reported in relation to exposure to the arts and sports.</p>	3, 4, 5 & 6
Specific online programmes in place to increase progress and engagement for all.	<p>Consolidation of learning takes place with online engagement for pupils.</p> <p>Programmes also support Prep for learning.</p> <p>Access is for all pupils with some are for those with specific learning needs to improve basic skills in reading, writing, maths and spelling outcomes.</p> <p>Subscriptions to online tools that help teachers track closely progress and needs leading to early diagnosis and intervention to improve outcomes and close gaps.</p>	1, 2, 4, & 6
Additional intervention groups including after school and Easter sessions – Teacher led.	<p>Improved outcomes from smaller teaching groups with qualified teachers.</p> <p>Disadvantaged pupils to attend specific small group after school sessions to ensure maximum progress</p>	1,2 & 6

Pupil Premium Strategy Statement

	<p>in preparation for end of KS2 assessments and year 7 ready.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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2) Targeted academic support

Budgeted cost: £36,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to pupils across the whole school and monitored by the Deputy Head.</p> <p>Interventions delivered by trained LSAs such as Sensory support, Lego therapy, Precision Teaching, Fluency Project, Dreambox, 5 minute Maths, 1:1 and group speech support</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>Precision Teach programme supports children with specific learning difficulties to improve basic skills in reading leading to improved outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Pupils make accelerated progress and attainment shows a rise for all pupils. Pupil engagement and confidence in lessons can be seen with greater resilience and removing barriers. Pre-teaching of units in small groups and use of the programme Century as evidence proves that this strategy has an impact on pupils attainment and confidence.</p>	1, 2, 4 & 6
<p>LSAs trained in WELLCOMM Programme will deliver sessions to identified children in year 1, Reception and KS2 where needed.</p>	<p>Research outcomes by the EEF note that oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or processes of learning, or both. This can generate 5 months of progress.</p> <p>1:1 reading across all key stages for disadvantaged focus pupils.</p>	1, 2 & 6

Pupil Premium Strategy Statement

Speech and Language Therapist	Oral communication barriers are identified and recommendations and strategies support teacher's planning and delivery. Pupils' achievement within all areas of the curriculum improve.	1,2,3,5
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3) Wider strategies

Budgeted cost: £179, 952

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team, Counsellor, attendance champion and Parent Liaison Officer work with vulnerable families to improve engagement	<p>EEF defines parental engagement as the involvement of parents supporting their children's academic learning. School will support families to develop their skills, knowledge and understanding. Encourage and involve parents in their child's learning and offer intense programmes to those in crisis. We will strive to remove the emotional and social barriers to learning and school attendance. Improved attendance results in higher attainment.</p> <p>Children who attend daily develop a sense of community and positive social experiences.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3, 4, 5 & 6
Counselling support for pupils with Social, Emotional and Mental Health (SEMH) needs and Adverse Childhood experiences (ACE's)	<p>Small group/individual sessions and focused interventions raise attainment, confidence and self-esteem. Whole class bespoke sessions throughout the year. Weekly counselling sessions with disadvantaged pupils, identified from referrals, to support the well-being and SEMH ready for the classroom. An in-school Counsellor will work with children who need social and emotional support</p> <p>https://neu.org.uk/advice/classroom/behaviour-schools/trauma-informed-practice-and-approach</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	3 & 4

Pupil Premium Strategy Statement

<p>Forest school implementation to promote positive well-being which leads to higher achievement and improved mental health.</p>	<p>Forest School Lead delivers weekly sessions which staff are also exposed to. Targeted pupils from across years will access during the school year.</p> <p>Research from NEF (New Economics Foundation) shows that Forest School makes a difference to pupils: confidence, social skills, communication, physical skills, motivation and skills and understanding</p>	<p>3, 4 & 5</p>
<p>Early Help support and school early help offer in place for all disadvantaged families.</p>	<p>Early intervention targets disadvantaged families and ensures vital support is accessed rapidly. This ensures the children are supported to achieve their very best socially, emotionally and academically.</p>	<p>3, 5 & 6</p>
<p>Educational Psychologist provides specialist support and training</p>	<p>Early intervention and diagnosis is proven to ensure disadvantaged pupils perform well in school. A full EP cognitive and socio-emotional assessment identifies learning needs of targeted pupils who underachieve. EP offers CPD teachers with strategies and support enable pupils to access and succeed in their learning.</p>	<p>1, 3, 5 & 6</p>
<p>Birmingham City Foundation Bespoke package of Maths/English, mental health, resilience and social skills for targeted pupils.</p>	<p>Weekly sessions with Aston Villa and Birmingham City Foundation staff focus upon Number and Reading and specific mental health / resilience and esteem, which will raise progress, attainment, confidence and attendance. Sessions also act as CPD for staff in attendance</p>	<p>2, 3, 4, 5 & 6</p>
<p>Breakfast provision</p>	<p>Meeting basic needs enable pupils to access the curriculum and focus on their learning. Children's social and emotional needs are met. Improved attendance and outcomes.</p>	<p>3 & 5</p>
<p>Griffin Trust Wide Horizons Agenda Extra-Curricular experiences- Enrichments, Trips, External visitors, Music and Arts projects</p>	<p>Raised aspirations by increasing participation & experiences. Participation in activities which enhance and broaden the curriculum and their learning Children feel valued, part of the community and are excited to learn. All pupils participate fully in after-school clubs and activities and to provide financial support for educational visits.</p>	<p>2, 3 & 4</p>

Pupil Premium Strategy Statement



	All visits identified and mapped to the curriculum and all pupils access equally. Children demonstrate greater confidence and resilience.	
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Total budgeted cost: £340,118

Pupil Premium Strategy Statement

Part B: Review of Outcomes in the Previous Academic Year

Outcomes for disadvantaged pupils

Pupil Premium provision on pupil outcomes during the 2024/25 academic year.

The strategic deployment of Pupil Premium funding remains a key priority for Chivenor, underpinned, as always by our core pillars of Proud Traditions, Wide Horizons, and High Achievement. The funding is meticulously managed to continue to provide targeted provision that benefits the most under-resourced children and families within our community, thereby preparing them for future educational success and beyond. Our commitment remains to ensure all pupils, especially those who are disadvantaged, receive a strong foundation, both academically and culturally, enabling them to confidently assume their roles in society. All disadvantaged children are encouraged to develop their leadership skills through taking on roles across school including our Pupil Parliament and are targeted for opportunities to attend school and Trust wide enrichment events, e.g. the annual Griffin Arts Festival. As well as our ongoing commitment to remove barriers to opportunity for all, though inclusive, fully school subsidised trips and events.

The positive impact of targeted funding on pupil academic performance and overall well-being is consistently affirmed by moderation and teacher assessments. This commitment is proudly reflected in our culture of 100% achievement, and is subject to systematic evaluation during regular termly Raising Achievement Meetings

A nurturing and inspiring environment for all stakeholders at Chivenor is consistently validated through pupil voice and external affirmation. School leaders are resolutely committed to ensuring that every child is offered the highest calibre of educational provision, wellbeing, social and emotional development. This extensive commitment is significantly strengthened by our dedicated pastoral team, which offers comprehensive social and emotional support, including through the provision of a dedicated counsellor. The cultivation and reinforcement of positive working relationships are a core priority, with particular emphasis placed on engaging families who are hard to reach. Although significant challenges with families remain, the strategy will continue to prioritise and intensify efforts to engage hard-to-reach families. Overall, Parental engagement shows a continuous upward trend across all school events, including curriculum-specific sessions, with a particular emphasis on reading. This increased participation leads to positive parental feedback regarding the opportunities provided to connect with and support their children's in-school learning. Our Parents' Evening attendance remains stable with a marginal increase compared to the preceding year. Participation exceeded 80% at the Autumn event.

In the past year, the attendance of disadvantaged pupils has improved by 1.5% in comparison to non-disadvantaged pupils. Regular engagement with families, partnerships with external agencies—including our school counsellor and Educational Psychologist (EP)—and personalised attendance strategies continue to effectively remove social and emotional barriers, with figures indicating the positive impact these strategies are having on reducing gaps. This outcome is also a testament to the high-quality provision on offer. Attendance remains a high priority for the year ahead, as the pursuit of further improvements is ongoing. Furthermore, parental feedback reflects the appreciation families have for the wide range of support provided by the school.

Pupil Premium Strategy Statement

78.6% of children in receipt of pupil premium met GLD, above the Pupil Premium National data figure and a significant increase on our 23/24 figures.

Targeted speech and language provision is measurably enhancing children's communication skills. The process of early identification ensures that the distinct needs and attainment gaps of disadvantaged children are met through customised, bespoke interventions and focused support. Furthermore, the transition from the Early Years Foundation Stage (EYFS) to Year 1 was both intentionally planned and individually personalised for disadvantaged pupils.

KS1 Outcomes 2025

	Reading	Writing	Maths
Chivenor KS1	65%	53%	59%
Pupil Premium	67.6%	50%	61.6%

The focus on improving the reading ages and fluency of reading for Pupil Premium pupils across the school remains paramount. The planned and rigorous use of targeted resources, such as Accelerated Reader, Boom Reader and Century is instrumental in securing strong reading outcomes and effectively narrowing the attainment gap for these pupils. Crucially, this provision is reinforced by a robust system for the identification, bespoke support, and ongoing monitoring of Pupil Premium children requiring additional assistance. Reading initiatives across the school have continued to develop a love of reading.

KS2 Outcomes 2025

KS2 Outcomes	Reading	Writing	Maths	Combined
All Pupils	81%	83%	79%	74%
PP Pupils	82%	82%	77%	73%
National Average	75%	72%	74%	62%

- The gap between disadvantaged and non-disadvantaged pupils at KS2 has narrowed in Reading -5% gap (National Average Gap for Reading is -17%).
- The gap between disadvantaged pupils and non-disadvantaged pupils at KS2 has narrowed in Writing -3% (National Average Gap for writing is -19.0%).
- The gap between disadvantaged pupils and non-disadvantaged pupils at KS2 has narrowed in Maths -8% (National Average Gap for writing is -20.0%).

Pupil Premium Strategy Statement

Disadvantaged pupils who have been at Chivenor from Reception to Year 6 achieved KS2 outcomes that exceeded national averages in all areas (Reading 82%, Writing 82%, Maths 77% and Combined 73%).

Year 4 Multiplication Check 2025

	Average	National 2025
Pupil Premium	16.9	19.3
Non-Pupil Premium	18.5	21.7

Multiplication strategies include the use of platforms such as Sumdog and Times Table Rockstars, implemented alongside teacher assessment and moderation. While the available data shows a slight decrease in outcomes across all student groups, not exclusively among Pupil Premium pupils, robust strategies remain in place.

Externally Provided Programmes

Programme	Provider
Oxford Owl	Oxford University Press
Myon	Renaissance Reader
Accelerated Reader	Renaissance Reader
The Literacy Shed	The Literacy Shed Ltd
Early Reading/ Phonics Programme	Read Write Inc Ruth Miskin
Lifewise PSHE programme	Life-Wise Technology Limited
Reading	Pearson Tutoring UK
Now Press Play	NPP Ltd
White Rose Maths	White Rose Education
Wellcomm	GL Assessment
Timestables Rockstars	Maths Circle Limited
Sumdog	Sumdog
Class Dojo	Class Dojo, Inc
Letter Join	Green Tempest Limited
Century	Century Tech Limited