

Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Charing CE Primary School
Number of pupils in school	166 + 26 in the preschool
Proportion (%) of pupil premium eligible pupils	71 (43%)
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	T Bird
Pupil premium lead	T Bird
Governor / Trustee lead	D Milham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,166 (65 children)
Recovery premium funding allocation this academic year	£ 0
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	£ 100,640

Part A: Pupil premium strategy plan

Statement of intent

At Charing CEP School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who are a young carer. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through in-house tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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
- create enrichment opportunities for Pupil Premium children so that they have similar opportunities to other pupils.

Challenges

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

Challenge number	Detail of challenge
1	Poor reading skills – Disadvantaged children have lower reading skills in KS1. This slows progress in future years
2	Poor maths skills – Disadvantaged children have lower maths skills in KS1. This affects progress in future years
3	Low Aspirations – Disadvantaged pupils have lower aspirations and limited experiences outside of school
4	Low Mental Wellbeing – Disadvantage children have a lower expectation of themselves and lower wellbeing compared to non-disadvantaged children
5	Low attendance – This reduces school hours and can cause pupils to make limited progress towards end of year expectations
6	Limited support from home – Some parents do not engage with school learning due to their own educational experiences and therefore the children receive limited support with homework, reading and maths practice.

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 children's reading improves in line with other children nationally	Termly and annual progress data shows progress at least in line with other children.
Disadvantaged children's maths improves in line with other children nationally	Termly and annual progress data shows progress at least in line with other children.
Disadvantaged pupils have opportunities to try new experiences and raised aspirations for the future	Register of clubs show children eligible for PP are accessing after school clubs.
Disadvantaged pupils have opportunities access Nurture provision	Children eligible for PP are included in the Nurture groups. Children are also accessing the Nurture room for individual time when needed
To improve the attendance of disadvantaged pupils	Attendance of PP children is in line with attendance of non-PP children.
Parents of pupils eligible for PP are engaged in their child's learning, attend parental events and have higher expectations of their children.	Parent events are accessed by parents of children eligible for PP

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 64,910 (62%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sixth and Seventh classes	Lower pupil ratio in classes across the school; less mixed year groups. This gives opportunities for children to progress even more	1,2,4
Focussed support from teaching assistants in all classes	Additional adult support in all classes enables children to make the best progress with targeted support from teaching assistants	1, 2, 4
Maths Mastery training for staff and leadership time	Maths mastery creates a more engaging curriculum to allow children to show learning in a range of different ways	2, 4

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

Budgeted cost: £13,300 (13%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Everyone Reading in Class, SLT & TA support	Daily reading in class for every child increases fluency and pace of reading and allows every child read with an adult regularly	1, 4
RWI interventions	Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships through an organised sequence.	1, 4
Targeted interventions for pupils	Experienced teacher teach small groups and 1:1 interventions to support closing gaps for most vulnerable pupils	1,2,3

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

Budgeted cost: £ 26,956 (26%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance reward scheme	Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.	1, 2, 3, 4, 5, 6
Nurture provision	Children learn best when they are emotionally secure. Access to Nurture and Boxall profiling supports children to increase wellbeing	3, 4, 6
Contribution to school trips for disadvantaged children	There is strong evidence that extracurricular activities increase self-esteem and positive social behaviour among children.	3, 4, 6
Contribution to cost of after school clubs for disadvantaged children.	Payment of an extracurricular clubs will contribute to the improvement of confidence and self-esteem	3, 4, 5, 6
Parent events to encourage parents to spend time in school with their children, eg, breakfast event or open craft afternoon	Parents feel more confident to come into school for a purpose and to spend time with their children. This raises the confidence of children and adults.	3, 4, 6
Breakfast club, including provision of school milk for families eligible for PP	Children learn better when their basic needs are met. Breakfast club and school milk help children to be ready for school, and not feeling hungry.	3, 4, 5, 6
Therapy sessions	Children who need that opportunity for therapy session to talk about their feelings but find it hard can do it through other means	3,4
Early years intervention- making a strong start (teacher training)	Development for teachers in the EYFS to improve practice.	1,2,3,4
Pupil feedback- staff training	Release time for subject leaders discuss with children their view on their learning to support teaching and learning	3
Reduced price for PP children to attend wrap	To support those parents who need to work and don't have child care; to give children an opportunity to start school in a positive way with food and mixing with friends;	3,4,5,6

around care and free after school clubs for all	giving children opportunities for free after school they would not get outside of school	
Forest School opportunities	Give children opportunity to learn outside and pick up life skills. An alternative learning space to the classroom, to give them a more rounded education.	3,4,5,6
Oral language intervention (early talk boost, Neli program)	Opportunity to develop the oral language of the children	1,4,6

Total budgeted cost: £ 105,166

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Most PP pupils made at least expected progress in Reading, Writing and Maths last year. All PP children passed their Phonics Screening test in year 1. This was impacted by the introduction of ERIC, provision of TAs, additional training provided for all staff and the catch up support given to the children.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Art, DT and PSHE	Kapow
Geography	Oddizzi
Maths	White Rose
Maths	Times Table Rock Stars
Music	Sing up
Science	Pzaz