

# Pupil premium strategy statement – Chatsworth Infant School

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	211
Proportion (%) of pupil premium eligible pupils	1.1%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Cathy Kinsley
Pupil premium lead	Vicky Harbor
Governor / Trustee lead	Ian McManus

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3030
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£3030</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Chatsworth Infant School is part of The Pioneer Academy.

At Chatsworth Infant School, we hold high aspirations for all our children and are committed to ensuring every learner can reach their full potential. We believe that potential is not determined by background but by cultivating the skills, knowledge, and values needed to succeed and thrive. Our aim is for every pupil, regardless of their circumstances, to make strong progress and achieve high standards across all subjects.

Our pupil premium strategy is designed to support disadvantaged pupils in achieving this goal, including those who are already high attainers. We carefully consider the challenges faced by vulnerable pupils, such as those with a social worker or young carers, and ensure that the activities outlined in this strategy support all pupils' needs, whether disadvantaged or not.

High-quality teaching is central to our approach, with a particular focus on areas where disadvantaged pupils need the most support. This approach not only helps close the attainment gap but also benefits all pupils, sustaining and improving outcomes for non-disadvantaged learners alongside their peers.

Our strategy aligns closely with wider school plans for education recovery, including targeted tuition and intervention for pupils most affected by disruptions to their learning. Support is tailored to individual needs, guided by careful diagnostic assessment rather than assumptions about disadvantage. The approaches we have adopted work together to enable all pupils to excel.

To ensure our strategy is effective, we will:

- Challenge disadvantaged pupils to reach their potential.
- Intervene promptly when a need is identified.
- Take a whole-school approach, with all staff responsible for raising expectations and outcomes for disadvantaged pupils.

We uphold our responsibility to meet all pupils' academic, social, and pastoral needs through:

- Facilitating access to education through high-quality teaching.
- Providing targeted academic support to enable full curriculum access.
- Offering alternative interventions and support within school to meet individual needs.

### Chatsworth Infant School Vision

At Chatsworth and Burnt Oak we strive to create a kind, respectful and inclusive culture, where each individual is valued and nurtured to achieve their full potential. We are committed to providing a safe, happy learning environment where children are supported to develop into independent, resilient life-long learners.

We celebrate the diversity of the world beyond our school community, developing empathy and consideration for all.

To achieve our intent, at Chatsworth we:

- Offer engaging enrichment opportunities that broaden children's understanding of the world and help them grow as confident, independent learners.
- Maintain rigorous assessment and monitoring systems, enabling us to quickly identify and address any additional support or intervention needs.
- Employ highly skilled teachers and teaching assistants who know each child well and adapt their approach to meet individual learning needs.
- Deliver a rich and varied curriculum that inspires curiosity and promotes deep learning across all areas.

## Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged children have learning gaps which require targeted intervention.
2	Some of our Pupil Premium children and their families are unable to support children with the wider learning experiences including visits, cultural capital and be part of the wider school community.

## 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 who have been identified as having gaps in their learning will receive targeted intervention which has enabled them to close gaps and make good or better progress.	Disadvantaged children who require targeted support will have received intervention, gaps in learning will be closed and children will make expected progress towards their individual targets.
Disadvantaged children will have access to all enrichment activities and experiences school offers and all disadvantaged children feel part of the school community.	All children will have access to school visits, enrichment activities and after school clubs no matter what their circumstances. They will also be in the correct full school uniform.

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £ 2530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle small group phonics intervention in Years 1 and 2.	An experienced teacher alongside teaching assistants will deliver targeted phonic intervention on a daily 1:1 basis. They will track progress and assess children's knowledge gaps to ensure intervention remains targeted and has impact.	1

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

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged children will have full cost of school trips, and enrichment activities met.	All children will all have equal access to every aspect of school life.	2
Disadvantaged children are offered a full set of school uniform to cover the cost of school uniform	All children will all have equal access to every aspect of school life.	2

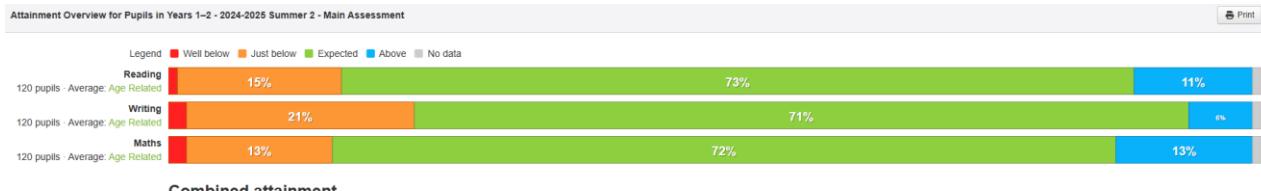
Weekly counselling for those children identified as requiring SEMH support.	Our trained counsellor will work with children identified by teachers as requiring SEMH support. She will work with individuals and groups as needed. Children build strategies to develop resilience and a sense of well-being. They also build social skills and communication skills surrounding their emotional needs, Children transition more confidently from home to school and cope with the challenges of the school day with greater resilience. There are also targeted groups run that support other areas of SEMH including friendship resilience.	1
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**Total budgeted cost: £3030**

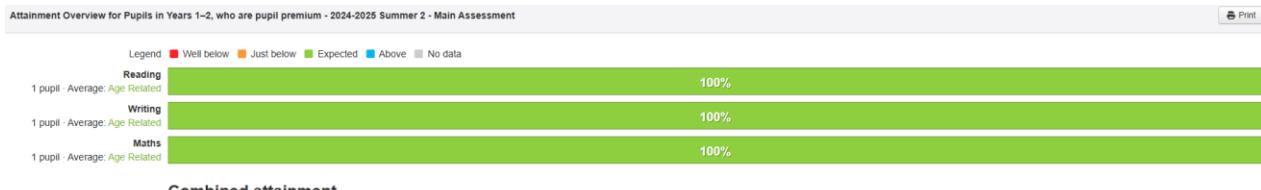
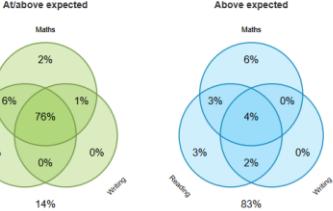
## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

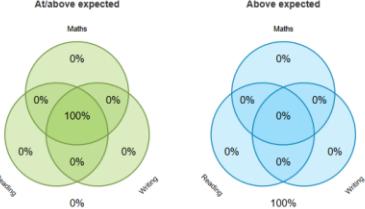
Our pupil premium children made progress in all areas, however there is still a gap between them and their peers.



#### Combined attainment



#### Combined attainment



Pupil premium children have participated fully in all areas of learning; however, due to the small cohort size, it is not possible to make reliable comparisons with their peers

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*