

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Chalk Ridge Primary School
Number of pupils in school	282 (1/12/2025)
Proportion (%) of pupil premium eligible pupils	26.5% (75 pupils) (1/12/2025)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027 ( <b>Current 2025-26</b> )
Date this statement was published	8 <sup>th</sup> December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sue Jackson Head Teacher
Pupil premium lead	Ella White SENDCo/PP Lead
Governor / Trustee lead	Chanin Lloyd, Charlotte Bealby and Stig Lincoln-Ohrstrand

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,015
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,015

## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium (PP) has one central aim: to improve outcomes for all socio-economically disadvantaged pupils. Since its launch in 2011, it has enabled schools to sharpen their focus and resources on this group and their individual needs so that they can flourish. We recognise that the long-term, systemic effects of past events, such as the COVID-19 pandemic, continue to influence the social, emotional, and academic readiness of some of our youngest cohorts.

Our 2025-2026 strategy is founded on the principles advocated by the Education Endowment Foundation (EEF), using a tiered approach to Pupil Premium spending to ensure a balanced and effective plan. This encompasses quality first teaching, targeted academic support, and the use of wider strategies.

- It covers a 3-year period, from 2024-2027 and is reviewed annually, with necessary adjustments based on impact data.
- Leaders focus on a small number of priorities each year in areas likely to make the biggest difference.
- It is embedded within a wider strategic cycle and its impact is reported termly to the governors.
- Our approach is linked closely to EEF evidence.
- We will continue to spend some of our PP funding on non-academic interventions such as improving attendance and pupils' mental health and regulation, as these are prerequisites for boosting attainment. The spending has made a significant impact upon attendance and so this element of the strategy will be maintained.
- From our previous strategy, our phonics scheme, Little Wandle had a significant impact on pupils. Whilst this is no longer a priority, it will continue to be maintained and embedded at an equally high standard across the school as part of our usual monitoring processes.
- Following our 'good' OFSTED inspection in September 2024, we are now in a position where we can hone in and have a direct focus on specific areas within teaching and learning, as opposed to previous strategies where we have needed to develop core areas of the curriculum.
- Some of the funding is spent on extracurricular activities to enable those PP eligible children, who would not be able to attend visits, music, and swimming lessons, to have the same access as non-PP children.

### School Vision and Core Challenge

Our school vision is based on five key values which are aspiration, inclusion, respect, resilience and independence. Whilst we expect all children, irrespective of their background or the challenges they face, to make good progress from their starting points and achieve highly in all areas of school, this strategy is to support the most disadvantaged pupils. We support these pupils to ensure that they make good progress, and have at least the same opportunities as their peers. As with all pupils, we expect pupil premium pupils to support each other and reach their goals by having high aspirations of themselves and the confidence to progress and achieve well in all aspects of their life. When making

provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

This year's strategy is designed to tackle the barriers of persistent absence, dysregulation, and passive learning that can disproportionately affect pupils. Poor attendance and punctuality reduce overall learning time; dysregulation, particularly during non-structured times like breaktimes, increases anxiety and prevents readiness for focused work; and this lack of emotional and environmental stability exacerbates the metacognitive shortfall, leading to passive learning and persistent errors in areas like spelling and handwriting.

Our focus on attendance over the previous year has made a significant impact and we have closed the gap between PP attendance and non-PP attendance. Our focus has shifted to support pupil participation in break and lunchtimes. Ensuring pupils with sensory needs have their needs met remains a priority. Playtimes continue to be a key time during the day for some pupils to feel dysregulated, including those with no recognised educational need. Considering the number of adults available, the extent of our school grounds, and the different areas within our outside space, we would like to make better use of what's available to us. The Outdoor Play and Learning Programme (OPAL), is proven to improve behaviour, improve wellbeing, save time and money, and develop skills, and will be a key intervention.

Whilst we have had great success with our reading in recent years, recall, particularly in relation to spelling, continues to be a key area of need for our pupils. Metacognition is one's ability to be aware of their own thought processes and strategies that best help them to learn. A metacognitive learner will actively seek out feedback and use it to improve their learning. Developing this skill is key to combating passive learning. Peer collaboration is an area we would like to develop across the school. With LSA recruitment becoming increasingly challenging, and an increasing number of EHCP pupils, we recognise we need to be strategic in LSA deployment. Peer collaborative learning approaches have a positive impact, on average, with pupils making an additional 5 months' progress, and may be a cost-effective approach for raising attainment. (EEF: Collaborative learning approaches).

Parental engagement continues to be an area that school would like to improve further. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps (EEF | Parental Engagement). The current economic climate means that we need to sensitively support some of our Pupil Premium children's families financially and through referrals to other agencies to enable them to access the things that many children take for granted.

### **Intent for the Pupil Premium Strategy 2025-2026**

At Chalk Ridge Primary School our intent for the pupil premium strategy is to ensure educationally disadvantaged pupils thrive academically and socially by:

- Supporting pupils' wellbeing further by developing playtimes and lunchtimes to support social skills and sensory needs (e.g., through the OPAL approach).
- Developing staff and pupils understanding of metacognition to tackle academic passivity and supporting pupil independence and peer collaboration in writing.

- Maintaining Pupil Premium pupils' attendance, particularly those of persistent absentees.
- Encouraging and strengthening meaningful parental engagement to ensure consistency between home and school.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Playtimes and lunchtimes</b></p> <p>Play makes up 20% of a child's school life (equivalent to 1.4 years of time at primary school). If you get the play right you get the learning right. Observation and incident data indicate that playtimes are high-risk periods for dysregulation, leading to increased conflict, anxiety and general disruption. This disproportionately affects pupils who require more support in self-regulation, including pupils who may lack the necessary skills to initiate positive play or be able to articulate their sensory needs. The existing environment and play offer currently lacks structure and resources leading to impulsive behaviour, high-conflict incidents, and pupils returning to class unfocused. This directly impedes their readiness to engage with metacognitive tasks.</p>
2	<p><b>Peer Collaboration and Metacognition in Writing</b></p> <p>Observation and data indicate that some pupils, often adopt a passive learning during the writing process. Pupils often demonstrate an over-reliance on adult input for generating ideas, structuring their work, proofreading, editing and handwriting fluency. Pupils lack the metacognitive and self-regulatory skills necessary, resulting in persistent basic spelling errors and a failure to plan, monitor and evaluate their work independently. This extends to the physical act of writing, with pupils failing to monitor their own letter formation and spacing, resulting in poorly presented work, not viewing handwriting as a skill that requires self-regulation. This dependency limits progress and stunts the development of resilience and problem-solving skills.</p>
3	<p><b>Attendance</b></p> <p>Attendance data revealed patterns of Persistent Absenteeism (PA) and consistent lateness that disproportionately affected PP children.</p> <p><i>Persistent Absence</i> – 35% were PP. 59% were SEND or PP. 16% were SEND and PP.</p>

	<p><i>Lateness</i> – 36% were PP.</p> <p>There was a strong correlation between key children with persistent absenteeism and pupils with EHCP or SEND needs. At least 3 pupils with EHCPs were on reduced hours provision for the duration of the academic year due to their complex needs and/or attending an alternative specialist provider.</p> <p>There was a noticeable correlation between certain year groups and core families for lateness in particular. This was often linked to safeguarding matters or other complex social factors including parental anxiety and school avoidance.</p> <p>Many pupils fall below the Persistent Absenteeism threshold (90%) but above the general concern threshold, leading to significant cumulative learning loss that mirrors the lost progress that PP funding can be used to support.</p>
4	<p><b>Parental Engagement</b></p> <p>Observations made by staff have noticed a disparity in engagement both socially and academically by parents. Our concern is around the percentages for certain demographics are particularly high. The subsequent impact this can then have on a pupils' social development and academic progress if parents are unable to support their children with their learning at home. Our aim is to develop a sense of belonging for all children, their families and school staff. We are developing more roles that provide opportunities for pupil leadership.</p>

## 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
<p><u>All pupils to experience positive play at break and lunchtimes.</u></p> <p>All pupils are able to successfully access break and lunchtimes to support the development of their social and emotional skills whilst meeting their sensory needs whilst reducing the number of children staying inside for break and lunch.</p>	<ul style="list-style-type: none"> <li>• 25% reduction in number of incident logs on CPOMS.</li> <li>• Discussions with staff will report a reduction in the number of incidents requiring adult intervention.</li> <li>• OPAL pupil surveys will show an increased level of enjoyment from the baseline survey.</li> <li>• OPAL class surveys will show greater consistency in answers <ol style="list-style-type: none"> <li>1. adults saying the same things around rules (currently 50% agree);</li> <li>2. children can play on the grass (currently 100% said no);</li> </ol> </li> </ul>

	<ol style="list-style-type: none"> <li>3. want access to more of the playground (currently 100% said yes)</li> <li>4. increased access in places to sit (currently 100% said no);</li> <li>5. equipment to build with (currently 100% said no).</li> <li>6. increased enjoyment in breaktimes (currently 5/8 classes said they do not enjoy breaktimes).</li> </ol> <ul style="list-style-type: none"> <li>• OPAL visits from the Governor Champion will observe increased engagement in play.</li> <li>• All staff will have had training in Playwork Essentials. Staff will be observed facilitating play rather than directing play at least weekly.</li> <li>• 80% of identified PP pupils are observed engaging in structured or imaginative play for at least 15 minutes of the lunch break.</li> <li>• 90% of pupils transition from the playground to the classroom calmly and on time (within the 4-minute whistle).</li> <li>• 100% engagement from pupil class surveys.</li> <li>• At least 80% engagement from OPAL staff surveys.</li> </ul>
<p><u>To develop active, independent problem-solvers in the writing process.</u></p> <p>All pupils to be empowered to work with increasing independence in writing. Teachers will demonstrate metacognition by modelling their own thought processes, particularly with spelling unfamiliar words. Children will be able to 'have a go' at spelling rules so that their work is phonetically plausible with increased legibility.</p>	<p><u>Increased Independence</u></p> <ul style="list-style-type: none"> <li>• PP and SEND pupils are actively monitored in Writing.</li> <li>• Increase in the use of, and adherence to, a structured writing plan, evidenced through planning and book scrutinies.</li> <li>• Observations will demonstrate pupils working in small groups, facilitated by an adult to work collaboratively to become independent learners.</li> <li>• Notable reduction in the number of times pupils will ask an adult how to spell a word, opting instead to use a learned resource or strategy.</li> <li>• Pupils using peer feedback to support independent writing outcomes across KS2.</li> </ul> <p><u>Metacognition</u></p> <ul style="list-style-type: none"> <li>• 80% of pupils can articulate the <i>why</i> and <i>how</i> of their self-correction strategy during the editing process.</li> </ul>

	<ul style="list-style-type: none"> <li>• Observations will show teachers demonstrating metacognition by modelling their own thought processes when attempting the spelling of tricky words.</li> <li>• ‘I do, we do, you do’ will be embedded into 100% of lessons. This will be evident through learning walks, planning, book looks and pupil conferencing.</li> <li>• All classes will be using the ‘Think, Pair and Share’ strategy in writing.</li> </ul> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• Handwriting intervention logs will show active engagement by pupils 80% of the time.</li> <li>• Good handwriting, that is correctly formed and of a consistent size will be modelled by all staff 100% of the time when writing on the board or in pupil’s books.</li> <li>• There will be a noticeable improvement in handwriting of at least 50% of pupils accessing handwriting intervention, evident from book looks.</li> <li>• Publishing pieces will show measurable improvement in handwriting legibility and presentation (consistent size, spacing, and letter formation) in at least one sentence (KS1) or paragraph (KS2) when compared with the draft piece.</li> </ul>
<p><u>To reduce lost learning time.</u></p> <p>Sustain improved attendance for all pupils particularly our disadvantaged pupils, with a reduction in lateness and persistent absenteeism.</p>	<ul style="list-style-type: none"> <li>• Sustained high attendance from 2024/2025.</li> <li>• The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so there is no significant gap.</li> <li>• The persistent absenteeism for disadvantaged pupils will meet national.</li> <li>• Attendance data shared at DSL meetings will show a reduction in the number of pupils meeting the criteria for persistent absenteeism.</li> <li>• 75% of attendance support meetings led by the Attendance Champion result in an improved attendance score.</li> </ul>
<p><u>Improved sense of belonging</u></p> <p>Increased parental engagement with a stronger sense of belonging within the Chalk Ridge community amongst pupils, staff and parents.</p>	<p><u>Parents</u></p> <ul style="list-style-type: none"> <li>• Qualitative data from parent surveys will show a marked improvement sense of belonging as more recipients will have completed the surveys.</li> <li>• An increase in engagement of Thrive coffee morning by an average of 1 parent each time.</li> <li>• Improved attendance at parent information evenings in September.</li> <li>• Improved attendance at parents’ evenings in October.</li> </ul>



	<ul style="list-style-type: none"> <li>• Improved attendance at parents' evenings from October to February.</li> <li>• 100% of parents who do not attend are consulted with a follow-up email.</li> <li>• At least 50% of parents complete OPAL survey.</li> </ul> <p><u>Staff</u></p> <ul style="list-style-type: none"> <li>• Qualitative data from staff surveys will show a marked improvement in sense of belonging as more recipients will have completed the surveys.</li> <li>• At least 75% of staff complete OPAL survey.</li> <li>• Zones of Regulation will be fully implemented across the school. Adults will be observed narrating their Zones throughout the school day.</li> <li>• All staff will have two opportunities to check in each day 100% of the time.</li> </ul> <p><u>Pupils</u></p> <ul style="list-style-type: none"> <li>• Pupil voice will evidence children being able to articulate the four Zones including recognising what Zone they are currently in.</li> <li>• All pupils will have two opportunities to check in each day 100% of the time.</li> <li>• PP will have equal opportunities to attend clubs including Netball, Choir and Football.</li> <li>• Pupils will be able to attend breakfast club for free to support with transitions into school in the morning if this is a barrier.</li> </ul>
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## 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: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>OPAL training for staff and children.</p>	<ul style="list-style-type: none"> <li>• Behaviour - happy children don't cause nearly as much trouble as bored children</li> <li>• Accidents - OPAL schools have up to 80% less reported accidents</li> <li>• Staff well-being - Supervising happier children leads to happier staff</li> <li>• SLT time - senior leaders report a dramatic reduction in the time they spend on resolving play conflicts</li> <li>• Teachers - consistently report more teaching time in afternoon lessons</li> <li>• Self-regulation - children in OPAL schools learn to self-regulate through practice, trust and freedom</li> <li>• Physical activity - all children, including girls, SEN and non-sporty children are significantly more active</li> <li>• Mental well-being - Research shows OPAL children are happier and self-reporting improved mental health</li> <li>• Social and emotional development - good play in the laboratory of life where relationships are practised</li> <li>• Links to formal learning - Many OPAL schools report increased creativity, imagination and collaborative skills</li> <li>• Attendance - children can't wait to come to OPAL schools because they have such fun</li> <li>• Parents - we all want our children to be happy. Well informed parents at OPAL schools love it that their children are happier</li> <li>• Rights - Play is a child's right as recognised by the UN Convention on the Rights of the Child</li> <li>• OFSTED - OPAL schools can easily provide evidence on their approach to wellbeing and inclusion</li> </ul>	<p>1</p>
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	<ul style="list-style-type: none"> <li>Risk - OPAL schools report significant improvements in children's ability to identify and manage risk (<a href="#">Opal, Why do schools need great play?</a>)</li> </ul>	
Implementation of collaborative learning for teachers and LSAs	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. However, the size of impact varies, so it is important to get the detail right. ( <a href="#">EEF   Collaborative Learning</a> ) + 5months	2
Understanding of how to implement metacognition strategies.	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. (<a href="#">EEF   Metacognition and Self-Regulation</a>) +7months</p>	2
HIAS English training	<p>English Virtual Professional Development Meetings x4 sessions</p> <p>A series of live virtual professional development meetings focused on key aspects of writing. Schools will receive links to all four meetings and can choose to attend as a school, a phase or send individual teachers. Modules include: metacognition, executive functioning, spelling.</p>	2
Staff CPD for the implementation of Spelling Shed	<p><i>"In order to spell well, children need to learn how to strategically use knowledge about phonology, orthography, morphology and etymology. It is also a visual activity that involves the laying down and retrieval of visual representations of words and word parts in the memory."</i> Oakley &amp; Fellowes (2016, p.1)</p> <p>To deliver effective spelling lessons we must teach strategies rather than memorising them. These strategies include direct instruction, word study and practice. Spelling Shed lists were developed by applying the Science of Reading research and follow a systematic progression of phonics and word study skills typically addressed in each Stage.</p>	2

	<p>Spelling Shed supports differentiated learning, allowing pupils to progress at their own pace and receive activities tailored to their individual needs. This personalised approach aligns with the Science of Reading's emphasis on accommodating diverse learning styles and abilities.</p> <p>At the beginning of each Stage, there is an intentional spiral review of skills expected to have been acquired in the previous Stage but they also include words of increasing difficulty. This fits in with our philosophy of the importance of retrieval.</p> <p>The majority of the words selected for each list contain only the grapheme-phoneme correspondences (GPC's) that have been previously reviewed to avoid cognitive overload, help ensure focus and attain mastery of the skill at hand.</p> <p>Practising to read high frequency words is essential to becoming a fluent reader but not by memorising the whole word. Brain research shows that strong readers, even when they process a written word, such as 'instantaneously,' are reading by sounds. Researchers have repeatedly demonstrated that readers who read fluently are able to map phonograms to their sounds automatically. The process occurs so quickly that it appears they are reading "by sight" (Ehri &amp; Snowling, 2004). Most high-frequency words are decodable and are more efficiently taught alongside the corresponding phonetic patterns. When pupils use their knowledge of the sounds to learn and master high-frequency words, they simultaneously strengthen the skills that will enable them to read thousands more.</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy activities to support collaborative learning.	<p>Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to Collaborative learning approaches which promote pupils' interaction in groups.</p>	2
Action research with Y6 using Learning by Questions (LbQ).	<p>Learning by Questions (LbQ) has many benefits for both teachers and students, including:</p> <ul style="list-style-type: none"> <li>• Improved student engagement - LbQ provides individualised feedback on every question, which can help students feel more confident and resilient.</li> <li>• Reduced teacher workload - LbQ saves time by instantly assessing work, allowing teachers to focus on data and target misconceptions.</li> <li>• Improved attainment - LbQ can help teachers create differentiated sessions to target students who need additional support or acceleration.</li> <li>• Increased student knowledge - LbQ practice and feedback can help students build their knowledge.</li> <li>• Identified gaps and misconceptions - LbQ can help teachers identify gaps and misconceptions, and provide a greater range of challenges.</li> <li>• Real-time feedback - LbQ provides instant feedback to help teachers intervene effectively and correct misconceptions early on.</li> </ul>	2

	<ul style="list-style-type: none"> <li>• SATs preparation - LbQ's primary English resources are created with the SATs in mind, and include SATs-specific resources.</li> </ul>	
Spelling Shed interventions	<p>Spelling Shed has many benefits for students, teachers, and parents, including:</p> <ul style="list-style-type: none"> <li>• Improved spelling - Spelling Shed can help students improve their spelling and vocabulary.</li> <li>• Confidence building - The game-like format of Spelling Shed can help students build confidence in spelling.</li> <li>• Personalized learning - Spelling Shed offers differentiated learning, allowing students to progress at their own pace and receive activities tailored to their individual needs.</li> <li>• Dyslexia-friendly - Spelling Shed incorporates the "Open Dyslexic" font into their games and offers various difficulty levels.</li> <li>• Mastery Zone - Mastery Zone tracks each pupil's spelling and vocabulary gaps and automatically provides targeted practice until mastery is achieved.</li> </ul>	2

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

Budgeted cost: £74,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Implementation of OPAL play and lunch activities.	<p>The evaluation highlights the considerable benefits that have been gained from participating in OPAL. These include:</p> <ul style="list-style-type: none"> <li>• Changing the attitudes and culture of the school's understanding and position on play (particularly in relation to risk, adult control and all-weather play).</li> <li>• Altering the school grounds imaginatively and creatively in order to open up more possibilities for play.</li> <li>• Changing children's play patterns, and encouraging greater variety of play behaviours and wider use of time, space and materials for child-initiated outdoor play.</li> <li>• Increasing children's enjoyment of playtimes, with an associated reduction in perceived disruptive behaviour.</li> <li>• Teaching staff to value the instrumental outcomes of the enhancement of playtime, particularly in terms of learning and social development. (<i>Supporting school improvement through play: An evaluation of South Gloucestershire's Outdoor Play and Learning Programme (Opal)</i>. Stuart Lester, Dr Owain Jones, Wendy Russell)</li> </ul>	1 and 4
Introduction of Thrive Coffee Mornings 6x per year.	School to host a coffee morning on the second Tuesday of each half term. Each session will be open to all parents but will have a 'theme' to guide conversation. Thrive will also feature on the weekly newsletter with regular reminders via email and posters regarding the coffee mornings.	4
Parental engagement in LbQ and Spelling shed	<p>Learning by Questions (LbQ) has many benefits for both teachers and students, including:</p> <ul style="list-style-type: none"> <li>• Improved student engagement - LbQ provides individualized feedback on every question, which can help students feel more confident and resilient.</li> </ul>	4

- Increased student knowledge - LbQ's practise and feedback can help students build their knowledge.
- Independent learning - LbQ can be used at home on any internet-connected device, allowing students to take part in their own learning journey.
- Engaged reluctant students - LbQ can help parents engage even the most reluctant students.
- SATs preparation - LbQ's primary English resources are created with the SATs in mind, and include SATs-specific resources.

Spelling Shed has many benefits for students, teachers, and parents, including:

- Improved spelling - Spelling Shed can help students improve their spelling and vocabulary.
- Confidence building - The game-like format of Spelling Shed can help students build confidence in spelling.
- Personalized learning - Spelling Shed offers differentiated learning, allowing students to progress at their own pace and receive activities tailored to their individual needs.
- Dyslexia-friendly - Spelling Shed incorporates the "Open Dyslexic" font into their games and offers various difficulty levels.
- Offline play - Students from subscribed schools can access online games using their accounts, even when they are offline.
- Mastery Zone - Mastery Zone tracks each pupil's spelling and vocabulary gaps and automatically provides targeted practice until mastery is achieved.



<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p><a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p>Attendance officer and senior leader with responsibility for attendance following up absences rigorously.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3
<p>Provide parenting support beyond school hours to support parents to proactively manage challenging behaviour at home through support from our Parent Support Advisor.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> EEF +4 months impact</p>	4
<p>School trip and residential subsidies are offered to low-income disadvantaged families to enhance real-life learning experiences so that knowledge links can be made, vocabulary skills extended and disadvantaged pupils make valid connections with new learning, deepening their knowledge bank and place it into their long-term memory.</p>	<p><i>School trips are an incredibly important part of school life and really help children to make the connection between what they are learning inside the classroom and the wider world. (Plan my school trip 2021)</i></p> <p><a href="https://educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop</p>	4

	<p>non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Mastery learning EEF +5 months impact  Collaborative learning approaches EEF +5 months impact  Metacognition and self-regulation EEF +7 months impact</p>	
Subsidies for extra-curricular activities to enable Pupil Premium children to benefit from opportunities available to their peers, such as peripatetic music tuition and swimming lessons.	From - An Unequal playing field report by The social mobility commission July 2019. The University of Bath, who conducted the research, found that children who do participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education.	4
Provision of equipment to support learning at home to enable pupil premium children to engage with home learning in a more equitable way with their peers.	Provision ensures that Pupil premium children are not at a disadvantage to their peers.	4
Provision of food, clothing and access to out of hours provisions as required to ensure that pupil premium children have their basic needs met.	Meeting children's basic needs enables them to focus on their learning. Referrals are also made where appropriate.	4

**Total budgeted cost: £117,015**

## 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 2023 to 2024 academic year.

#### Review from Autumn 2025

##### Attendance

The school has exceeded national expectations for overall attendance, achieving 95.1% compared to the national average of 94.5%. Persistent absenteeism has also been significantly reduced, standing at 9.6% against the national figure of 16.4%, showing effective strategies are in place to address the most vulnerable pupils. However, the success criterion of achieving an overall absence rate of no more than 5% was not yet met. The DfE target for Chalk Ridge for 2025-26 is 95.4%.

While the attendance for disadvantaged pupils (PP) reached 93.97% by July 2025, which is high, the data suggests there may still be a gap with their non-disadvantaged peers, as the overall school attendance is 95.1%. Ongoing strategies, including regular attendance letters, data sharing at DSL meetings, and specific support from the SENDCO, are being used to monitor and support key families and persistent absentees.

##### Playtime and Wellbeing

A well-planned effort has been made to improve positive play at break and lunchtimes through the adoption of the OPAL (Outdoor Play and Learning) approach. We initially made visits to other OPAL schools to see it in practice, and to help us have a clear vision of how we could make it work at Chalk Ridge. We are in the early stages, having completed initial meetings and planning to establishing our core working group. We have conducted an audit and scheduled a full staff INSET day for 24th November 2025. Baseline data has been collected via: pupil voice of our disadvantaged pupils to establish the current levels of enjoyment experienced by pupils; staff/pupil/parent questionnaires to gain an understanding of their perspective of playtimes at Chalk Ridge; observations of lunchtimes to use as a baseline of current practice; adapted our CPOMs categories to enable us to measure the number of playtime incidents before and after the implementation of OPAL.

### Peer Collaboration

The intended outcome of empowering all pupils, particularly the disadvantaged, through collaboration and independence has seen partial and inconsistent realisation. While deliberate peer groupings and small-group work when facilitated by an adult are being implemented, discussions with Leaders indicate they are not yet consistent or effectively used across the school. Specifically, while some evidence of flexible grouping exists, it is still being embedded with the Teaching and Learning Coach, and although "split inputs" have successfully led to independent work in some instances, this practice is not yet consistent school-wide. Similarly, the use of the 'Think, Pair, Share' is evident across core and foundation subjects, it needs further refinement by both teachers and pupils, with dedicated CPD planned for 2025-26 to address this. Encouragingly, there is early evidence of high-quality peer role modelling through the successful use of peer feedback to support independent writing outcomes in 2024-25 Years 3 and 6. Fundamentally, further training, monitoring, and consistent embedding to fully meet the intended outcome for all pupils is required in order for this to be successful.

### Metacognition

The school has begun to make progress regarding metacognition, moving beyond understanding to active implementation and evidence of impact. Core success criteria - teachers modelling their own thinking - is now established, as all teachers model in the 'I do' phase, with Learning Support Assistants (LSAs) beginning to adopt this modelling with small groups. This focus has resulted in children being more actively engaged in lessons.

The aim of vulnerable pupils driving priorities is clearly being met: all teachers know their key marginals, and these pupils are explicitly informing curriculum planning adaptations. This targeted approach has led to a measurable positive impact, evidenced by some key marginal children achieving the Expected Standard (EXS) or Greater Depth Standard (GDS) in the Spring 2025 Pupil Progress meetings.

Specific areas like literacy and maths are also showing metacognitive benefits. In spelling, the use of Spelling Shed and Little Wandle is enabling children to apply metacognitive strategies by identifying segmenting words and syllable breaks, with Year 6 pupils notably able to articulate why words might be incorrect. Targeted efforts to improve reading, such as daily reading for PP children and providing access to SORA, Hampshire Library Service Digital Library, enables pupils to develop their independence in book selection and encourages reading for pleasure. We have sought continuous professional development (CPD) in alignment with our School Development Plan (SDP) for 2025-26 by

prioritising Writing, with training for HIAS for our Professional Development Meetings (PDMs) at regular intervals across the year. Our October session focused on metacognition and executive functioning, demonstrating our commitment to sustaining and deepening these practices initially across our English curriculum.

### Parental Engagement

The school is making efforts towards improving parental engagement and so creating a stronger sense of belonging. Chalk Ridge continues to register-take for all parent events (e.g. information evenings) and shares presentations with families, ensuring information accessibility for those who cannot attend. This systematic approach is being extended through the planning of future parent surveys to determine the most effective formats for workshops and curriculum evenings (time, virtual vs. face-to-face). Qualitative feedback is strong, with the Ofsted parent survey showing 93% recommend the school. The introduction of our Thrive coffee mornings, with a plan to monitor attendance and map out future sessions is a specific initiative designed to build community and a sense of belonging.

We have seen early positive results of an increase in participation in enrichment activities, particularly among disadvantaged pupils (PP). Analysis of clubs like Choir (33% PP) and Football (29% PP) demonstrates that the participation of disadvantaged pupils is already, indicating effective targeting and provision of our wider-curriculum offer. The use of our Wraparound Care, particularly Breakfast Club, to support transitions for some children also contributes to the goal of building a stronger sense of community. Overall, the school has successfully laid the groundwork for robust engagement, with established logging procedures now in place to ensure continued monitoring and outreach.

### **Attainment Data for Pupil Premium**

	<b>Chalk Ridge</b>	<b>Local Authority (LA)</b>	<b>GAP</b>
<b>EYFS (GLD)</b>	7%	12%	-5%
<b>Phonics Screening Y1</b>	82%	64%	+18%
<b>Phonics Screening Y2</b>	100%	45%	+55%
<b>MTC Y4</b>	20.4%	18.1%	+2.3%
<b>MTC 21-25 Marks</b>	64%	42%	+22%

**End of KS2**

	<b>Chalk Ridge</b>	<b>Local Authority (LA)</b>	<b>GAP</b>
<b>Combined</b>	42.1%	40.9%	+1.2%
<b>Reading EXS</b>	57.9%	60.2%	-2.3%
<b>Reading GDS</b>	15.8%	17.8%	-2%
<b>Writing EXS</b>	63.2%	53.7%	+9.5%
<b>Writing GDS</b>	0%	4.9%	-4.9%
<b>Maths EXS</b>	52.6%	56.5%	-3.9%
<b>Maths GDS</b>	10.5%	11.6%	-1.1%