

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	The Piggott School: Charvil Primary
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs C Waite
Pupil premium lead	Mrs E Robinson
Governor / Trustee lead	Mrs M Newman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,475
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	£21,475

## Part A: Pupil premium strategy plan

### Statement of intent

#### The Piggott School & The Pupil Premium

The Piggott School's Christian Vision of "Go and do likewise" (Luke 10: 25 – 37) underpins the work that we do with pupils who are in receipt of The Pupil Premium. We strive to create a level playing field removing the barriers to learning that can hinder progress and allow all pupils to "live life in all its fullness." These barriers are often complex, so we provide bespoke practical, emotional, aspirational, and academic support. Our focus is on the whole child prioritising equality of opportunity to participate in the wide range of enrichment and character-building activities that the school provides.

At Charvil Primary our curriculum offer provides a caring environment based on our Christian Vision and Values. Children are encouraged to help each other and receive help when they need it, as exemplified by our school's Christian Vision to live with love and compassion, seeking help in times of need.

Our school aims are:

- To provide a caring environment based on our Christian Vision and Values
- To develop enquiring minds capable of independent thought
- To promote the value of lifelong learning
- To be open to new ideas
- To encourage respect and tolerance

Under new leadership, a 3 year plan has been developed to address existing gaps in progress for all students. 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.

### Challenges

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

Challenge number	Detail of challenge
<b>1 Emotional Wellbeing</b>	Disadvantaged pupils with SEMH/SEND are struggling to regulate and access learning, this can lead to escalations in behaviour. There is a need to develop strong emotional wellbeing and a readiness to learn for these learners.
<b>2 Attendance</b>	Whilst our attendance overall is broadly in line between disadvantaged and non-disadvantaged our disadvantaged persistent absentees is an area for further monitoring and intervention. 27% of our disadvantaged are PA compared with 4% of non-disadvantaged this is having a negative impact on their wellbeing and attainment across the curriculum.
<b>3 Reading</b>	Our internal assessments indicate that some of our disadvantaged children who also have complex additional needs are working significantly below age expectations in reading.

<b>4 Writing</b>	Our internal assessments indicate that some of our disadvantaged children who also have complex additional needs are working significantly below age expectations in writing. In addition, some of our other disadvantaged children are working just below age-related expectations.
<b>5 Maths</b>	Our internal assessments indicate that some of our disadvantaged children who also have complex additional needs are working significantly below age expectations in maths. In addition, some of our other disadvantaged children are working just below age-related expectations.
<b>6 Family Support</b>	Some families lack the financial means and academic confidence to support their children at home and at school. Also, some disadvantaged children's home experiences mean that they may lack extra-curricular opportunities.

## 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
<b>Emotional Wellbeing</b> <ul style="list-style-type: none"> <li>To build emotional well-being</li> <li>To support pupils with self-regulation to be ready to learn</li> <li>To improve resilience and readiness to learn in the disadvantaged cohort.</li> <li>To meet the SEND needs of pupils drawing on professional support</li> </ul>	<ul style="list-style-type: none"> <li>Approach to behaviour is relational and therapeutic following whole staff training</li> <li>Develop the use of nurture spaces around the school</li> <li>Continue to embed 'Zones of regulation' across the school</li> <li>Nurture approach developed</li> <li>Training and guidance from external behaviour support will develop skills in supporting pupils with SEND and SEMH</li> <li>More children take part in a range of enrichment activities, such as musical activities, sporting events and clubs</li> <li>PSHE curriculum constantly reviewed and adapted to meet specific needs of disadvantaged children</li> </ul>
<b>Attendance</b> <ul style="list-style-type: none"> <li>To continue to develop relationships with parents and implement bespoke support to improve attendance and reduce PA amongst our disadvantaged.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour and pastoral support worker regularly engaging with families</li> <li>Attendance monitored and missing sessions followed up immediately</li> <li>Guidance from MHST</li> <li>Therapeutic thinking school approach</li> <li>Wider attendance team formed</li> <li>Regular meetings with EWO</li> </ul>
<b>English - Reading</b> <ul style="list-style-type: none"> <li>To ensure pupils leave KS1 with strong phonological understanding, support those in KS2 who need additional phonic teaching.</li> <li>To ensure that disadvantaged pupils with complex SEND needs make at least expected progress</li> <li>To develop pupil's love of reading</li> </ul>	<ul style="list-style-type: none"> <li>Teachers systematically identify gaps in all students' knowledge, including disadvantaged students, using formative assessment.</li> <li>Use of 'Insight' to enable teachers to have a good understanding of disadvantaged pupils' progress and attainment.</li> <li>Develop assess and record small steps of progress for PP/ SEND learners</li> </ul>

	<ul style="list-style-type: none"> <li>• Rocket Phonics scheme is delivered successfully to EYFS and KS1, phonic interventions support KS2 pupils</li> <li>• Reading curriculum fully embedded</li> <li>• Reading mentors support KS1 readers</li> <li>• Participation in author visits and trips promote the love of reading</li> <li>• Library continues to be regularly used</li> <li>• Speech and Language therapy provided by therapist in school – 1 day a week</li> <li>• Use of dedicated learning space to deliver individual bespoke curriculum for children with complex needs.</li> </ul>
<p><b>English - Writing</b></p> <ul style="list-style-type: none"> <li>• To close the attainment gap in Writing</li> <li>• Embed and refine the Writing curriculum to ensure a tilt towards our disadvantaged pupils.</li> <li>• To ensure that disadvantaged pupils with complex SEND needs make at least expected progress</li> </ul>	<ul style="list-style-type: none"> <li>• Writing overview reviewed, implementation of teaching the 'craft' of writing, basic building blocks</li> <li>• Targeted feedback, review marking and feedback policy</li> <li>• Staff training on how to teach writing will improve teaching of writing and therefore raise the attainment of all children, particularly those who are disadvantaged</li> <li>• Moderation opportunities in school and across the trust.</li> <li>• Use of dedicated learning space to deliver individual bespoke curriculum for children with complex needs.</li> </ul>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• To close the attainment gap in Maths</li> <li>• Embed a mastery curriculum, with a tilt towards our disadvantaged pupils.</li> <li>• To ensure that disadvantaged pupils with complex SEND needs make at least expected progress</li> </ul>	<ul style="list-style-type: none"> <li>• Mastery curriculum embedded</li> <li>• Membership of Maths Mobius hub will support quality first teaching of maths</li> <li>• Use of KIRFs to improve fluency</li> <li>• Review of use of concrete resources to provide scaffolding opportunities for this group of pupils</li> <li>• Use of dedicated learning space to deliver individual bespoke curriculum for children with complex needs.</li> </ul>
<p><b>Family Support</b></p> <ul style="list-style-type: none"> <li>• To continue to support the families of our disadvantaged children who require additional support with financing school activities and other financial difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and carers report higher levels of confidence in their ability to support their children at home and at school</li> <li>• Behaviour and Pastoral Support worker and Pupil Premium Lead report higher levels of confidence in the parents/carers' ability to support their children at home and at school</li> <li>• Parents and carers have been supported financially when necessary, so that their children can access educational and extra-curricular activities.</li> <li>• Our disadvantaged children demonstrate a good understanding of our School Values by their positive attitude to learning, being good role models within</li> </ul>

	our school and being good citizens when they leave for the secondary site.
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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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD package purchased and to be delivered in-house using resources, in order to improve quality first teach across the school; this includes: training on: effective feedback, supporting neuro-diverse learners within the school environment, teaching of writing</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Reading_Fluency_Resource_1.0.pdf?v=1702657333">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Reading_Fluency_Resource_1.0.pdf?v=1702657333</a></p>	<p>1,3,4,5</p>
<p>Staff training on behaviour management approaches (in particular for children with additional needs) with the aim of developing our school ethos and improving behaviour across the school.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1,2</p>

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

Budgeted cost: £22,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy – weekly SALT Therapist in school	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	3,4
Use of assessment tools such as Nessy Literacy Support	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a>	3,4,5
Pupils who are at risk of underachieving benefit from a combination of small group/1:1 TA support in class.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,3,4,5
Employment of a pastoral and behaviour support worker to support children's emotional development	<a href="#">Social and emotional learning   EEF</a>	1,2, 6
Social and emotional learning – Nurture Groups, training TA's to run nurture sessions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2, 6
Pupils requiring bespoke curriculum have access to dedicated spaces around the school with a nurture UK trained member of staff.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,2,3,4,5

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a programme of subsidised trips and extra-curricular activities to support the curriculum and to offer pupils opportunities they would otherwise not participate in.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,2, 6
Development of SEND room, incorporating nurture principles. Boxall assessment tool to assess impact.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1

Total budgeted cost: £25,500

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### 2024 – 2025

There is a climate of nurture across the whole school, ensuring that every interaction and learning space reflects this core philosophy. This provides our disadvantaged pupils with a consistent source of stability and a strong sense of safety and belonging, which in turn has improved emotional regulation and readiness to learn

The use of oracy has become embedded in 'the way we teach' across the curriculum. Learning walks have shown that all children, but specifically our disadvantaged children are more engaged in their learning, and they can articulate their learning more confidently.

Continued regular contact with school for disadvantaged families has led to a high level of trust and co-operation.

Disadvantaged pupils have been supported by the school to ensure they have full access to the broader curriculum, including extracurricular activities, trips, and enrichment programs. Some examples include involvement in sporting events, representing the school in a nationwide dance competition, fully funded music tuition, funded afterschool clubs such as tennis, football and afterschool club, mentoring to support positive mental health, funded breakfast club in the morning to support a positive transition into school, adaptations to parents meetings to engage families and providing support to parents in external professional meetings.

#### Internal data 2024 – 2025

##### Reading

There is a gap of 20% between achievement of non-disadvantaged pupils and disadvantaged pupils, compared to a gap of 31% in June 2024. This demonstrates our focus on disadvantaged reading has had an impact.

##### Writing

8% of disadvantaged pupils made accelerated progress

##### Maths

8% of disadvantaged pupils made accelerated progress

#### External data 2024 – 2025

##### KS2 SATS:

Results are suppressed due to low number of disadvantaged pupils in the cohort (less than 3)

Multiplication tables check:

Nationally, the average attainment score of disadvantaged pupils 18.9. Our attainment score was 12. This is an increase by 4 from last year.

##### Phonics Screening:

No disadvantaged children in the cohort.

##### EYFS:

Results are suppressed due to low number of disadvantaged pupils in the cohort (less than 3)