

Chaucer Infant and Nursery School - Pupil Premium Strategy Statement 2025-2026

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 shows outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2025/26 – 2027/28
Date this statement was published	16/4/26
Date on which it will be reviewed	30/09/26
Statement authorised by	Tiffany Smith
Pupil Premium lead	Lisa Nappin
Governor / Trustee lead	James Dawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,251
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£104,251

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Chaucer Infant School, our intention is that all pupils, irrespective of their background or the challenges they face, make strong progress, achieve well and develop the knowledge, confidence and personal foundations they need for future success. We are committed to removing barriers to learning, participation and belonging so that disadvantaged pupils thrive academically, socially and emotionally, and are fully included in the life of the school.

Our context shapes this strategy. Chaucer serves a community with above-average deprivation and a high proportion of disadvantaged pupils. A significant number of children enter school with starting points below age-related expectations, particularly in the prime areas of learning, communication and language, early reading and early mathematics. Current school and trust-assured evidence also shows that, while there are improving signs in Early Years and phonics, overall attendance remains below national figures and attainment, particularly in Key Stage 1 writing and foundational skills, is not yet strong enough.

High-quality teaching is therefore at the heart of our pupil premium strategy. We know that the most effective way to improve outcomes for disadvantaged pupils is to ensure that they experience consistently strong teaching, ambitious curriculum content, effective assessment and responsive adaptation in the classroom every day. Our strategy is rooted in the belief that disadvantage is not a fixed deficit in the child, but a challenge for the school to respond to through better teaching, stronger inclusion and earlier intervention.

Alongside this universal provision, we provide carefully targeted support to address the barriers that are most significant in our context. These include communication and language development, phonics, reading, writing, mathematics, attendance, social and emotional development, and the needs of pupils with SEND and other vulnerabilities. Targeted support is informed by assessment, diagnostic information and professional judgement, and is intended to complement, not replace, effective classroom teaching.

We also recognise that pupils' wellbeing, regulation, attendance and access to wider experiences are essential foundations for learning. Our strategy therefore includes pastoral, relational and practical support to help disadvantaged pupils feel safe, ready to learn and fully involved in school life. This includes work with families, social and emotional support, attendance improvement activity and the removal of practical barriers where these limit participation or readiness to learn.

This strategy is aligned closely to Chaucer's wider school improvement priorities. It is informed by internal evaluation, trust-assured activity and external evidence, including current performance information. It is intended not as a separate plan, but as a focused mechanism for ensuring that school improvement activity improves outcomes for disadvantaged pupils and narrows both internal and external gaps over time.

Challenges

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

Challenge number	Detail of challenge
1. Low starting points in communication, language and the prime areas of learning.	A high proportion of disadvantaged pupils enter school with attainment below age-related expectations, particularly in communication and language and the prime areas of learning. These starting points can affect pupils' readiness for learning and their ability to access the wider curriculum successfully as they move through the school.
2. Developing early reading, phonics and literacy knowledge securely over time.	Many disadvantaged pupils need additional support to develop early reading, phonics and literacy knowledge and to apply this confidently as they progress through school. Although there are improving signs in Early Years and phonics, literacy remains a key area for continued improvement, particularly to ensure that pupils build strong foundations for later learning.
3. Ensuring consistently strong teaching and learning across Key Stage 1.	Recent trust-assured activity indicates that improvements are being established in a number of areas, particularly in Early Years. The next stage of improvement is to ensure that high-quality teaching and learning are consistently secured across Key Stage 1 so that disadvantaged pupils make strong progress and achieve well over time.
4. Meeting the needs of disadvantaged pupils with SEND and other vulnerabilities through inclusive classroom practice.	Provision for pupils with the highest levels of need has strengthened, supported by increased specialist capacity and targeted provision. The next priority is to ensure that this inclusive approach is reflected consistently across classrooms so that disadvantaged pupils with SEND and other vulnerabilities can access learning successfully throughout the school day.
5. Strengthening mathematical fluency and foundational understanding.	School evidence indicates that some disadvantaged pupils need additional support to secure early number sense, fluency and confidence in applying mathematical understanding. Building these foundations securely is important in helping pupils to progress well in mathematics over time.
6. Improving attendance, readiness to learn and behaviour for learning for a small number of pupils.	Attendance for disadvantaged pupils has shown improvement, and recent evidence indicates a more positive picture than in previous years. However, there remain some pupils, particularly those with additional needs or wider vulnerabilities, for whom attendance, regulation and readiness to learn continue to present a barrier to consistently strong progress.

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 make strong progress from their starting points in the Early Years.	The proportion of disadvantaged pupils achieving a Good Level of Development improves over the strategy period and is in line with national averages. Internal assessment shows secure progress across the prime areas of learning, and disadvantaged pupils enter Key Stage 1 better prepared to access the curriculum successfully.
2. Disadvantaged pupils develop stronger communication, language and early literacy knowledge.	Baseline and termly assessment show improved speaking, listening, vocabulary and communication for disadvantaged pupils. The gap between disadvantaged pupils and their peers in these areas reduces over time, and disadvantaged pupils are increasingly able to access learning confidently across the curriculum.
3. Phonics, reading and writing outcomes for disadvantaged pupils improve.	The proportion of disadvantaged pupils achieving the expected standard in phonics improves over the strategy period and is in line with national averages by the end of the strategy period. End-of-year assessment shows stronger attainment and progress in reading and writing, with the gap between disadvantaged pupils and their peers reducing over time.
4. Disadvantaged pupils make stronger progress in mathematics.	End-of-year assessment shows improved attainment and progress in mathematics for disadvantaged pupils. The gap between disadvantaged pupils and their peers reduces over time, and outcomes in mathematics are in line with national averages by the end of the strategy period.
5. Disadvantaged pupils' wellbeing, regulation and readiness to learn are strengthened.	Individual plans, pastoral monitoring and school review show that disadvantaged pupils receiving pastoral, inclusion or SEMH support are increasingly able to regulate successfully, participate positively and access classroom learning well. School evidence indicates improved confidence, engagement and readiness to learn for these pupils over time.
6. Attendance for disadvantaged pupils improves over the strategy period.	Attendance for disadvantaged pupils improves further over the strategy period and is in line with national benchmarks by the end of the strategy period. Persistent absence for disadvantaged pupils reduces over time, particularly for those with wider vulnerabilities or additional needs.

Activity during 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
Strengthen teaching and learning in Key Stage 1 through coaching, team teaching and trust-supported professional development.	The EEF identifies high-quality teaching as the most important lever schools have to improve outcomes for disadvantaged pupils. Effective professional development is most likely to have impact when it is sustained, subject- and phase-specific, and supported through modelling, coaching and deliberate practice. Trust-assured activity indicates that teaching in Key Stage 1 remains less secure than in Early Years and that teachers would benefit from regular practical coaching and team teaching.	2, 3, 6
Secure stronger early language, communication and literacy provision across Nursery, Reception and Key Stage 1.	The EEF's guidance on improving literacy in the early years and in primary school highlights the importance of developing oral language, vocabulary and communication as foundations for later reading and writing. Chaucer's previous strategy, on-entry assessment and current performance information all show that many disadvantaged pupils enter with low starting points in these areas and that literacy remains a significant barrier to achievement. Trust-assured activity also indicates that leaders should strengthen communication screening and development in the early years.	1, 2, 3
Continue to improve the consistency and quality of phonics teaching.	Phonics approaches have a strong evidence base and are shown by the EEF to have a positive impact, particularly for younger pupils and those from disadvantaged backgrounds. The existing strategy rightly prioritised daily high-quality phonics teaching, and this remains appropriate. Trust-assured activity indicates that phonics teaching is stronger than previously, but that some teaching delivered by teaching assistants still lacks pace and engagement. Current performance information also shows that phonics outcomes are not yet securely strong enough.	2, 3, 4
Improve inclusive classroom practice and the effective deployment of teaching assistants.	The EEF highlights that teaching assistants are most effective when they supplement high-quality teaching, are deployed strategically, and are trained to deliver specific support rather than replace teacher responsibility. Trust-assured activity indicates that provision for pupils with the highest levels of need has improved significantly, but that classroom adaptations remain inconsistent and that teaching assistant support is not yet effective enough across the school. Strengthening inclusive classroom practice is therefore a key next step.	4, 6

Strengthen assessment, pupil progress review and responsive teaching.	The EEF highlights the importance of assessment being used diagnostically to identify gaps, adapt teaching and target support effectively. The previous Chaucer strategy correctly prioritised standardised testing, pupil progress meetings and close analysis of progress. This remains important because current evidence suggests that stronger use of assessment is needed to accelerate progress and ensure teaching is better matched to pupils' needs, particularly in Key Stage 1.	2, 3, 5
Continue to strengthen mathematics teaching and foundational mathematical understanding.	The EEF indicates that mastery learning and securing foundational mathematical understanding can have a positive impact on pupil progress, particularly when teachers are supported to improve subject knowledge and pedagogy. The previous strategy rightly prioritised Maths Hub support and identified weak number sense, fluency and reasoning as barriers for disadvantaged pupils. Current evidence suggests that some improvement has been seen in mathematical foundations, but that these are not yet secure enough across the school.	5, 3

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional phonics teaching for disadvantaged pupils who are not securing the expected phonic knowledge quickly enough.	The EEF shows that phonics approaches have a strong evidence base, particularly for younger pupils and those from disadvantaged backgrounds. Targeted phonics support can be particularly effective where pupils have gaps in early decoding and word reading. Chaucer's evidence shows that phonics outcomes remain below national comparators overall and that some pupils require additional support to secure these foundations.	2, 3
Provide structured one-to-one or small-group support for pupils with the greatest gaps in reading, writing and mathematics.	The EEF indicates that one-to-one tuition and small-group tuition can have a positive impact when support is closely matched to identified need, delivered by trained adults and linked carefully to classroom learning. The previous Chaucer strategy already prioritised this approach, and current evidence suggests that a number of pupils continue to require this more focused support in order to make stronger progress.	2, 3, 5
Deliver targeted communication and language support for disadvantaged pupils with underdeveloped oral language.	The EEF identifies oral language interventions as having a strong impact, particularly for younger pupils, because language underpins learning across the curriculum. Chaucer's previous strategy and current on-entry evidence both indicate that communication and language remain a significant barrier for many disadvantaged pupils. Trust-assured activity also suggests that communication screening and early language development should be strengthened further.	1, 2

Provide targeted intervention for disadvantaged pupils whose writing development is behind age-related expectations.	Targeted support can be effective when it provides pupils with additional guided practice, immediate feedback and carefully structured opportunities to apply taught knowledge. The EEF indicates that small-group and one-to-one approaches are most effective when they are closely linked to classroom teaching and focus on specific gaps in learning. In Chaucer’s context, this approach is intended to help pupils secure the foundational transcription, sentence construction and writing skills needed to access the wider curriculum more successfully.	2, 3
Provide targeted support for disadvantaged pupils with SEND and other vulnerabilities whose needs are affecting access to learning.	Targeted support is most likely to be effective when it is closely matched to identified need, complements high-quality classroom teaching and helps pupils participate more successfully in mainstream learning. EEF guidance on social and emotional learning highlights the importance of targeted support for pupils with particular social and emotional needs, while wider evidence on inclusive practice shows that pupils benefit most when additional support strengthens access, engagement and participation rather than replacing teacher-led learning. In Chaucer’s context, introducing an enhanced provision unit alongside targeted support and provision is intended to improve pupils’ regulation, readiness to learn and access to classroom teaching.	4, 6

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen attendance systems and targeted support for disadvantaged pupils and families. This will include termly monitoring for earlier identification of attendance concerns, attendance plans where appropriate, and targeted support for pupils and families where attendance or punctuality is affecting access to learning.	The DfE’s Working together to improve school attendance guidance and EEF attendance guidance both emphasise the importance of early identification, clear systems, strong home–school communication and timely targeted intervention. Attendance approaches are most effective when they are proactive, relational and sustained over time, rather than reactive or punitive.	6
Provide pastoral, SEMH and early help support to improve readiness to learn. This will include social, emotional and mental health support, early help work with families, and targeted pastoral intervention for pupils whose emotional wellbeing, regulation or wider circumstances affect their engagement in school.	The EEF highlights that social and emotional learning approaches can have a positive impact on pupils’ attitudes to learning, behaviour and attainment when they are embedded within wider school practice. Evidence also suggests that targeted pastoral and early help support is most effective when it addresses the barriers affecting pupils’ participation and readiness to learn.	4, 6
Ensure disadvantaged pupils have access to practical support that reduces barriers to	Wider barrier-removal approaches can support attendance, participation and engagement	6

attendance, participation and readiness to learn. This will include the continued use of a contingency fund where needed to respond quickly to practical barriers affecting disadvantaged pupils and their families.	where practical needs are preventing pupils from accessing school and learning consistently. In schools serving communities with higher levels of disadvantage, responsive practical support can help ensure that financial or family circumstance does not become a barrier to full participation in school life.	
Sustain breakfast provision and support pupils' readiness to begin the school day successfully. Chaucer will continue to provide access to breakfast so that pupils begin the day settled, ready to learn and less affected by practical barriers related to food insecurity or morning routines.	Evidence from the EEF indicates that breakfast provision can improve pupils' readiness to learn and can have a positive impact on behaviour, attendance and attainment when implemented as part of a wider approach to supporting participation. Breakfast provision can also help disadvantaged pupils start the day calmly and successfully, reducing practical barriers to learning.	6
Support inclusion and behaviour for learning through strengthened routines, relationships and classroom readiness. This will include wider pastoral and relational work that helps disadvantaged pupils regulate successfully, participate positively in lessons and benefit from improved classroom practice.	The EEF's Improving Behaviour in Schools guidance highlights the importance of consistent routines, strong relationships, and targeted support for pupils whose behaviour is affecting learning. Behaviour approaches are most effective when they are relational, preventive and closely connected to classroom practice, so that pupils are supported to regulate and engage successfully in learning.	4, 6
Improve access to school experiences and wider opportunities that support confidence, belonging and aspiration. Disadvantaged pupils will continue to be supported to access first-hand experiences, enrichment and wider opportunities that build knowledge, confidence and engagement with school.	Evidence suggests that wider school experiences and enrichment can strengthen pupils' engagement, confidence and sense of belonging, particularly when disadvantaged pupils are supported to participate fully. Some enrichment approaches may also contribute to improved outcomes, but the academic impact is variable and is strongest where activities are well designed and linked clearly to pupils' wider learning and development.	1, 2, 6

Total budgeted cost: £104,251

Teaching: £47,350

Wider strategies: £25,901

Targeted academic support: £31,000

Part B: Review of the Previous Academic Year

Outcomes for disadvantaged pupils

The previous pupil premium strategy was partially effective. It identified relevant barriers for disadvantaged pupils, particularly in relation to communication and language, phonics, literacy, mathematics, social and emotional needs, and attendance. Current evidence suggests that some funded activity has contributed to improved provision and emerging gains in outcomes, but the impact has been uneven and has not yet secured consistently strong narrowing of learning gaps for disadvantaged pupils across the school.

The strongest impact has been in strengthening the conditions for learning, particularly through improved leadership, stronger provision for pupils with the highest levels of need, and more effective support for pupils with SEND. Trust-assured activity indicates that provision for the most vulnerable pupils is now stronger, with better identification of need, increased specialist support, and enhanced provision for those with the most complex needs. This has improved pupils' access to learning and supported their wellbeing in school.

There is also evidence that the strategy has had a positive effect on attendance for disadvantaged pupils. The working IDSR shows that disadvantaged attendance has improved over time and that current year-to-date attendance for FSM6 pupils is broadly in line with, or slightly above, comparative national figures. Persistent absence for FSM6 pupils has also improved and is currently below the national comparator. This suggests that the strategy has contributed to some narrowing of the external disadvantage gap in attendance and persistent absence.

However, the strategy has been less effective in securing consistently strong teaching and achievement, particularly in Key Stage 1. Trust-assured activity indicates that teaching has improved in nursery and reception, and that phonics teaching is sharper, but that progress in Key Stage 1 remains too slow. The evidence shows that a significant proportion of pupils in Year 2 are still not working at or near age-related expectations, especially in writing. This means that, although the strategy correctly prioritised quality first teaching, phonics and literacy, funded activity has not yet delivered sufficient impact to narrow attainment gaps securely in Key Stage 1.

The evidence on early language, phonics and literacy is best described as improving but not yet secure. The school's EYFS outcomes improved in 2024/25, including GLD, and trust-assured activity identifies positive early indicators in Reception and Year 1 phonics. However, the working IDSR continues to show significant weakness in literacy measures, particularly in word reading and writing. This suggests that the strategy has helped to strengthen early foundations, but that these gains are not yet translating consistently into stronger literacy outcomes later in the school.

The strategy's impact on social, emotional and mental health, behaviour and readiness to learn has also been partial. Pastoral and inclusion work appears to have had a positive impact for some pupils, particularly those with the greatest needs, but trust-assured activity indicates that dysregulation, inconsistent classroom inclusion, and weak behaviour for learning remain barriers for a proportion of pupils. This means that, while the strategy has improved support and provision, it has not yet removed these barriers sufficiently to secure consistently strong learning for disadvantaged pupils.

Taken together, the evidence suggests that the previous strategy has been most effective in improving support, provision and access to learning, and in reducing some external gaps in attendance. It has been less effective in securing consistently strong narrowing of attainment gaps, particularly in phonics, writing and Key Stage 1 achievement. The next strategy should therefore build on the stronger foundations now in place, while sharpening its focus on teaching quality, classroom inclusion and the development of foundational skills so that improvements in wellbeing and provision translate more strongly into improved outcomes for disadvantaged pupils.

Service Pupil Premium Funding

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further Information (optional)

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