Chenies Pupil Premium Strategy 2025- 28

We aspire for every pupil and adult to 'experience life in all its fullness' (John 10:10)

This statement details Chenies School strategy to support the improved attainment of our primary school disadvantaged pupils.

Funding is devolved to individual ODBST schools who will determine at local level what the priorities are for the individual school.

School overview

Detail	Data
Number of primary pupils in school	47
Proportion (%) of primary pupil premium eligible pupils	12.77%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2026/2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027 and annually thereafter
Statement authorised by	School Effectiveness Committee
Pupil premium lead	Rebecca Sutherland
Trustee lead	Toby Long

Part A: Pupil premium strategy plan

Statement of intent

Chenies is committed to creating a safe, inclusive, and nurturing environment where all pupils—regardless of faith, culture, ability, or background—are accepted, supported, and empowered. We recognise that some of our pupils come from diverse home contexts, and that each pupil is on their own academic and spiritual journey. This includes those with special educational needs and disabilities (SEND), and those facing disadvantage. We ensure that every child receives the support, guidance, and challenge they need to thrive.

Safety and wellbeing are at the heart of everything we do.
We work tirelessly to ensure that all pupils feel secure, respected, and free from harm—emotionally, physically, and socially. We foster a culture of kindness, courage, and ambition, where pupils are encouraged to be the best they can be.

We embody the experience of an inclusive community:

- Where everyone contributes according to their gifts and receives according to their needs.
- Where difference is celebrated and diversity enriches us all.
- Where barriers are removed and opportunities are created for every learner to flourish.

We have considered the challenges faced by all disadvantaged pupils, including those who have a social worker and/or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are otherwise disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our schools. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy identifies where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic and how a MAT based approach can support them.

Our approach is responsive to the common challenges across our Trust, rooted in robust assessment and dialogue with school leaders, not assumptions about the impact of disadvantage. Not all challenges are seen in all schools and the extent of the challenge may be varied; our approach has a focus on the key issues and how they might best be overcome beyond our universal offer of support to the schools.

To ensure they are effective we will:

- work strategically with school leaders to ensure that each individual school curriculum, and its implementation, is robust and has disadvantaged learners at its heart;
- monitor data strategically and act early, intervening at the point need is first identified
- adopt a whole Trust approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Chenies Challenges

Challenge number	Detail of challenge
1	Scrutiny of assessments, observations and discussions with staff indicate underdeveloped oral language skills and vocabulary gaps among a few disadvantaged pupils. Funding to support pupils who have delayed speech and language needs is reducing for schools and more resources need to be found internally. Oracy remains a barrier to effective learning to the end of KS2 and, in general, is more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with staff suggest disadvantaged pupils generally have greater difficulties with early writing and later extended writing, than their peers. Some of our disadvantaged pupils come with the additional barrier of EAL which can be a limiting factor in achieving EX or GDS in writing. By the end of key stage 2, writing remains an obstacle to achieving EXS, and GDS, RWM combined for some disadvantaged pupils in particular.
3	Internal and external assessments indicate that Maths attainment among disadvantaged pupils is sometimes below that of non-disadvantaged pupils. By the end of key stage 2, Maths can be an obstacle to achieving EXS RWM combined.
4	Attendance for disadvantaged pupils is now good and we will continue to monitor this.
5	SEMH challenges are sometimes more prevalent in disadvantaged ODBST families than in non-disadvantaged families. Some disadvantaged pupils show higher levels of anxiety which may impact on their behaviour.

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
Improved oral language skills and vocabulary	Assessments, observations and feedback from school leaders indicate more disadvantaged pupils have effective

among disadvantaged pupils.	communication skills and orally use more formal academic vocabulary by the end of key stage 2.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2026/27 and beyond, for EXS and for GDS, in 2026/27 show that more disadvantaged pupils meet the expected standard and are closing the gap with all pupils nationally.
Improved Maths attainment for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes in 2026/27 and beyond, for EXS and GDS, show that more disadvantaged pupils meet the expected standard and are closing the gap with all pupils nationally.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • the attendance gap between disadvantaged pupils and their non-disadvantaged peers continues to reduce so remaining smaller than the national gap • the percentage of disadvantaged pupils who are persistently absent reduces and is smaller than the national gap
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and HT observations • disadvantaged pupils continue to access the positive enrichment activities offered by Chenies including sporting events, trips and music tuition for example which can boost confidence and well-being as well as skills. • Play therapy and ELSA is made available to disadvantaged children to support their well-being • All pupils will participate in Forest school to develop resilience, team work and problem - solving. All children will learn about assessing risks.

Activity in this academic year

Pupil premium funding is devolved to individual schools. As part of our universal offer to all ODBST schools will engage in a range of activities to support our schools.

Leadership (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chenies will engage with the Trust wide leadership group for promoting effective school	EEF improving teaching is the single most important lever for closing the attainment gap.	1,2,3,4

strategies around disadvantaged learners Training for LGBs	UCL Institute of Education: leaders who engage with professional learning focussed on equity are more effective in implementing strategies that support disadvantaged learners.	
Chenies will engage with the Trust wide speech and language programme to develop teacher skills and to support strategies for non-verbal pupils EYFS leader groups and focus on SEP work in schools around developing oracy amongst disadvantaged pupils	EEF Mastery Learning, Metacognition SEND Code of Practice: Individual Instruction from effective assessment and identification of individual need.	1,2,3,4,5
Chenies will attend the English network group to focus on improving outcomes for underachieving disadvantaged pupils in writing Chenies will engage with continued Trust wide writing programme to skill leaders, teachers and support staff Chenies will focus on the writing framework strategies to strengthen teaching and learning for all pupils SEP work in schools around early literacy amongst disadvantaged pupils	EEF Mastery Learning, Metacognition, Collaborative learning and the effectiveness of strong Feedback for pupils DfE writing framework https://assets.publishing.service.gov.uk/media/686e7890fe1a249e937cbecb/The_writing_framework.pdf DfE reading framework https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	2,4,5
Access to bespoke ODBST Maths Hub group with resources and CPD SEP work in school around early Maths amongst disadvantaged pupils	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3,4,5

Targeted support for schools where disadvantaged pupils are underperforming

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced support from the ODBST School Effectiveness Partner with identified strategies and training for staff (Quality First teaching) Identified pupils to have targeted support within the classroom. Disadvantaged review by the Director of Education	EEF improving teaching is the single most important lever for closing the attainment gap. UCL Institute of Education: leaders who engage with professional learning focussed on equity are more effective in implementing strategies that support disadvantaged learners.	1,2,3,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Updated whole staff training on behaviour management and anti-bullying approaches in line with the school ethos and improving behaviour across school. (Jan Step on CPD) Ongoing training to support staff understanding of online safety, including AI generative materials. Development of school curricula for continued learning around online safety, including generative AI materials. Monitoring of behaviour, including online behaviours, by HT.Monitoring of behaviour, including online behaviours, by ODBST leaders	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF	4,5
Embedding principles of good practice set out in the DfE's guidance on working together to	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

improve school attendance July 2026 Implementation of ODBST attendance policy and strategy Training for DSLs and Family Liaison Officers Monitoring of attendance by ODBST leaders		

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils July 2027

Glossary

MTC	Multiplication Test Check (Year 4)
EBSA	Emotionally Based School Avoidance
ELG	Early Learning Goals
GLD	Good Level Development (end of EYFS)
EXS	Expected Standard at the end of Key Stage 2
GDS	Great Depth Standard at the end of Key Stage 2
RWM	Reading Writing Maths Combined

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
The numbers of pupils in receipt of the service premium is statistically very low and pupils are supported at school level.
The impact of that spending on service pupil premium eligible pupils
Impact is monitored at school level and we are confident that all pupils from service families, with no other disadvantaged indicators, perform in line with their peers.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Ensuring strong and effective links between this strategy and our strategies for safeguarding pupils and for pupils with SEND, which prioritise those pupils who are already disadvantaged. The new IMF funding will support all disadvantaged pupils to enjoy a more inclusive experience in ODBST schools but especially those who are economically disadvantaged and have identified SEND.
- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Supporting mental health leads in schools to ensure that they have received the right training and have the right tools in order to secure effective practice and pupil outcomes.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had had the degree of impact that we had expected and how we further develop our work with our schools.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with leaders, teachers and pupils, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our schools. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.