

# Pupil Premium strategy statement – Chevening (St Botolph’s) CE Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview Autumn 2025

Detail	Data
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2023-26
Date this statement was published	Dec 2023; Updated Nov 2025
Date on which it will be reviewed	Summer 2026
Statement authorised by	K. Minnis
Pupil premium lead	K. Minnis
Governor / Trustee lead	Naomi Day

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year: 2024-25	£14,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£18,180 expected.

# Part A: Pupil premium strategy plan

## Statement of intent

Rooted in the parable of the Mustard Seed

***Chevening's vision is to be a place of nurture and growth for every child, our school family and the wider world***

At Chevening all can find shelter, strength and purpose through God's love and Christ's teachings. We seek to see everyone flourish spiritually, socially and academically.

We will achieve this by being:

- ◊ True to Christ and His teachings
- ◊ Known for kind and thoughtful actions and attitudes
- ◊ Inclusive in serving, sharing and showing God's love to benefit all.



**Our school is a nurturing school; our policy is also developed in line with the six principles of Nurture reflecting the school's understanding that:**

Children learn developmentally; The classroom is a safe base for every child; Nurture is important to the development of well-being; Language is a vital means of communication; All behaviour is communication; Transition marks important stages in a child's life;

Our primary goal is to ensure that our children leave us as well-rounded citizens, fully prepared for the next stage in their education. We want all our children to have the opportunity to flourish – to live well – and this is particularly important for any who are facing additional difficulties in life. Our use of Pupil Premium funding is aligned to our aim to 'be true'; we look to make the best use of the funding by being inclusive - using it for children who are entitled to Pupil Premium funding and for others who are also disadvantaged. The funding is one lever to help us fulfil our goal. In addition to the official Pupil Premium funding, we also make use of other elements of the main budget, donations, or funding from the PTFA for different activities and approaches; this reflects our aim to be kind and thoughtful in all we do.

We aim to ensure all our children:

- achieve as highly as they are able
- are academically prepared to thrive at secondary school
- find joy in success, be it academic, sporting, musical, artistic or another area
- are confident at building and maintaining positive relationships
- demonstrate kindness and respect to all people however different or similar they may be
- understand our school's vision and values and why they are important
- have the beginnings of their own set of personal values
- have the self-esteem and self-confidence to make the most of their innate gifts and talents

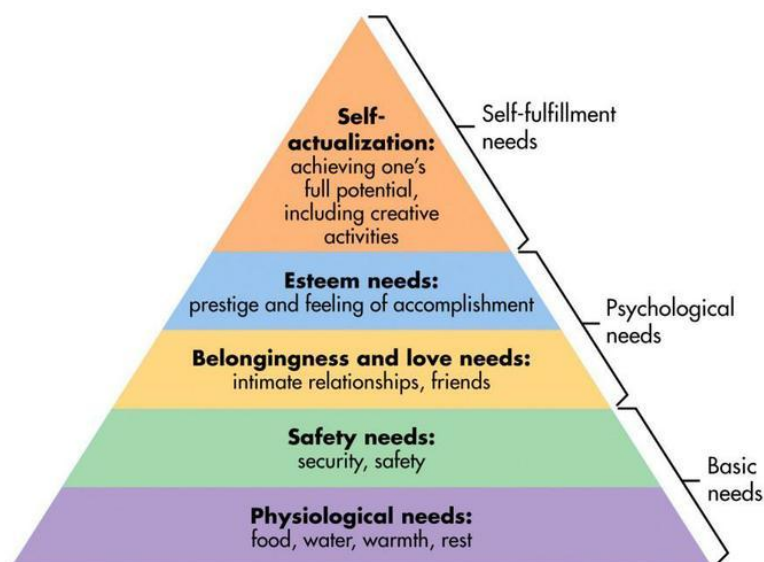
To achieve these aims with children entitled to Pupil Premium, we use the funding we receive in a variety of ways. Being a relatively small school some of the interventions we put in place

are shared by children who are not in receipt of Pupil Premium in order to make them viable and promote good progress for all children as well as those entitled to Pupil Premium.

Many of our interventions are linked directly to the curriculum and, in particular, core subjects:

- We sometimes provide additional support through small group teaching, 1:1 teaching and in-class support to accelerate progress in all areas of English and maths, as it is widely recognised that attainment in these subjects underpins success across the curriculum at secondary school level.
- We provide technology and/or access to relevant computer programs which are proven to support learning in the above subjects and across the wider curriculum.
- We provide a range of strategies to support the development of a love of literature and reading.
- We provide regular and sustained outdoor and physical experiences for our children with a key emphasis on developing speaking and listening skills, as well as social interaction and problem solving.

Alongside this academic input, we provide a range of interventions to address some of the issues children can experience in their early lives, which if ignored, may impact on their learning and success in the school environment. To understand the reasoning for these, it is helpful to look at Maslow's hierarchy of need.



This shows, starting at the base and working up towards the peak, the essential *basic*, *psychological* and *self-fulfillment* requirements for all humans. Where elements of this hierarchy are missing, the individual concerned will find it more difficult to fulfil their potential in life.

We work in close partnership with our families and other agencies to ensure all our pupils have all the elements they need in order to achieve their potential. To this end, the school is sometimes able to use funding, following careful consideration of individual circumstances, to benefit children in the following ways:

- Help with sourcing uniform
- Transport
- Funding for trips and visits
- Well-being support (via our Emotional Literacy Support Assistant and NurtureUK work)
- Mentoring and counselling
- Secondary Transition work
- Effective Communication interventions

- Additional music or sports provision
- Extra clubs and activities
- Early Morning Club/ Activ8
- Social skills workshops and friendship circle work

There is no expectation that all children entitled to Pupil Premium funding will receive identical support; indeed the allocation of budget for each child feeds into the school's budget for pupil premium, rather being ring fenced for an individual child. Some children will need more than others and each child is an individual with individual circumstances. The school considers how to allocate pupil premium money to different interventions and projects on an annual basis, following rigorous data analysis and careful consideration of the needs of the pupils within this group. We use information from the Education Endowment Foundation, NFER and OFSTED to research approaches and interventions which provide the best results and value for money. In addition we are part of a local Partnership of Schools so we can collaborate with other schools to consider and research effective interventions within the context of the Sevenoaks area.

## Challenges

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

Challenge number	Detail of challenge
1	Multiple needs of pupils – in some years, children entitled to Pupil Premium funding also have additional SEND or well-being needs;
2	Poor oral language skills, particularly inhibiting attainment in Reading comprehension and Writing and jeopardising access to the whole curriculum, particularly at Key Stage 2.
3	Lower attainment in core subjects – partly due to lower levels of self-confidence and self-belief.
4	Lower attendance rates for some children entitled to PP funding; due to home/personal challenges.
5	The pandemic and subsequent cost of living crisis continues to impact individuals and their family circumstances in various and sometimes unexpected ways, including health, well-being, housing, opportunity, bereavement, self-confidence /stamina/ self-belief, which in turn have affected academic progress, attainment and success.

## 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
Where possible, improved learning leading to stronger progress and improved academic outcomes in Spoken Language, Reading, Writing and Maths.	On-going assessments correctly reflect children's learning and progress; Monitoring of teaching and outcomes shows that disadvantaged children and those with additional needs are identified and supported via quality first teaching and appropriate interventions so progress and attainment are in-line with expectations;

Nurturing approaches lead to increasing self-confidence and resilience in tackling learning and assessments in school	Increase in children's willingness to tackle new learning, new contexts and new opportunities, including transitions to new classes/schools.
Improved vocabulary and language skills, with increasing fluency and reasoning in comprehension and writing activities/tasks.	Monitoring shows good progress in spoken language, reading and writing, with narrowing of gaps in Reading and Writing.
Improved health, attendance and well-being underpin academic progress and success for individual children and targeted groups.	Monitoring confirms that attendance is good for individual children and target groups. Positive impact of well-being & health support is reported.

## Planned activity in this academic year 2025-26

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for staff</i>	EEF COVID studies show that generally, pupils have made less academic progress than previously and that there is a growing attainment gap for disadvantaged children. To increase staff subject knowledge and skills, we have focused on CPD that aligns with our school development priorities: widening and deepening our well-being approaches with NurtureUK and Spirituality and a focus on Writing & assessment..	1 2 3
<i>Schemes purchased (KS2 Number Sense, Spelling, touch-typing, speech &amp; language etc)</i>	In line with reports on the impact of COVID, some funds have been used to: Renew subscriptions to support teaching, learning & progress in speech and language, spelling and touch-typing and to renew the subscription/resource for maths fluency. .	1 2 3 5

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

Budgeted cost: £ 1,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Literacy and other interventions before/ during school</i>	EEF Toolkit recognises the benefits of increasing learning time (extending school day for vulnerable children) and also for individualised instruction/ feedback (+3 months). Support staff encourage & engage children in both physical activity (preparation for learning), digital individualised learning, providing additional feedback and encouragement in this extra learning time.	1 2 3
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8,340

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Emotional support via 1:1 coaching (ELSA);</i>	ELSA training was completed by a staff member 2020-21. The feedback from families and children supported by ELSA is excellent, under-pinning our decision to continue with this approach. Parents' feedback focuses on improved self-confidence/ self-belief and reduced stress for their children and that they are better able to talk through anxiety/difficulties at home. EEF Toolkit analysis suggests that targeted support for individuals and small groups of children with particular social and emotional needs is beneficial for improved social interactions. Evidence shows that interventions may support Literacy progress/attainment (+4 months progress) more than Maths (+3 months progress).	3 4 5
<i>NurtureUK approaches and resources</i>	EEF recognises the positive benefits of social and emotional learning for primary aged children (+4 months progress, particularly in Literacy). NurtureUK's 6 principles apply to whole class and smaller group approaches. EEF recognise that focus on social interactions and preventing problematic behaviour are more impactful, which forms part of the planning for the Nurture Groups.	1 5
<i>Enrichment opportunities &amp; other support</i>	Some disadvantaged children need financial support in order to access the full range of additional opportunities to support academic and well-being success, including residential, day trips and intensive swimming sessions.	4 5

**Total budgeted cost: £ 14,800**

## Part B: Review of 2024-25

### Outcomes for disadvantaged pupils

We continued to monitor the well-being, attainment and progress needs of all our children during the academic year, using both internal and external assessments and measures to review some aspects of educational attainment/ performance, including end of Early Years Foundation Stage and Key Stage 1 and 2 performance data, phonics check results and our own internal termly assessments. For monitoring well-being, we used Adverse Childhood Experiences checklists (ACES), with termly updates by class teachers, based on their knowledge of children's life-experiences and information from parents/carers. As part of the NurtureUK programme, class teachers complete a Boxall Profile for all children twice a year. The programme and training continued in 2024-25 with benefits for all, providing particular understanding, focus and support for disadvantaged children, through in-class strategies and provisions, as well as out of class nurture groups & activities.

Chevening had a small number of children eligible for Pupil Premium 2024-25, just 7%, so will not dis-aggregate outcomes, in order to protect the children's confidentiality. Some children became entitled to Pupil Premium funding during the academic year, notably after the October census; this means the school did not receive Pupil Premium funding for those children in this cycle. School Governors continue to regularly monitor well-being, attendance and outcomes for this group.

Assessment data shows that generally, for all pupils, Chevening children achieved either in line or above local and national average outcomes for EYFS, Phonics and KS1 internal assessments.

In Phonics, our school results again exceeded both Kent and National proportions, reflecting the intensive work by children and staff. We were pleased that pupils entitled to PP funding passed the Phonic check in Y1, as this supports their wider learning and attainment in both Y2 and KS2.

Although formal SAT assessments are no longer statutory for KS1, Chevening used the formal assessments, where appropriate, and on-going teacher assessments with Y2 children in term 6 2024-25 and saw pleasing results. Attainment in Reading and Maths at Expected and Greater Depth were particularly strong. NB Local and National comparisons are not possible.

In KS2, a few children in three different year group were entitled to Pupil Premium funding. To protect confidentiality, their end of year attainment is presented in the table below as one group. 56% of this small group of children entitled to Pupil Premium funding also had Special Educational Needs, at School Support level.

% KS2 PP entitled children achieving...	Reading	Writing	Maths	Science
Expected Standard +	67	56	56	56
Greater depth	22	11	11	N/A

The on-going strength of the school for all children, including those entitled to Pupil Premium funding, is Reading. Changes made to our approaches in Writing and Maths have benefitted all children, including those entitled to Pupil Premium funding. We hope that our work will continue

to benefit all children, as well as those entitled to Pupil Premium funding and we aspire to increasing the proportions of children achieving the higher standards in all subjects.

In 2024-25 school attendance was strong at 96%. The attendance of pupils entitled to Pupil Premium funding was lower at 90%, due to significant health needs and particular circumstances. Where particular barriers to attendance were identified, the school provided as much well-being support as possible, which helped children learn more about managing anxiety and friendships. Close collaboration between parents, teaching, SEND, SLT, well-being staff and, where appropriate, external agencies, helped secure improvements to attendance for some children

Closer analysis shows that

- 21% of the group had less than 90% attendance for the year.
- 36% of the group had less than 95% attendance for the year; 64% of the group having strong attendance of 95%+.
- 43% of the group had strong and stable attendance over the year; with a further 29% improving attendance. 21% of the group faced significant barriers, resulting in a downward trend in attendance over the year.

Generally, parents remain strongly committed to education and the additional well-being provision in place to support individual children's social and emotional development, as well as to mitigate the barriers to attendance.

Attendance continues to be monitored on a daily basis to enable immediate action and response; termly reports support Governors in reviewing the impact of well-being, support and other interventions for individual and groups of children, as needed.