

Pupil premium strategy statement 2025/26

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	Chapel Allerton Primary School
Number of pupils in school	444 (27 are 3+ nursery)
Percentage of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Nicholas Sykes
Pupil premium lead	Nicholas Sykes
Governor / Trustee lead	Jenny Hand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,920
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£99,920

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In 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. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

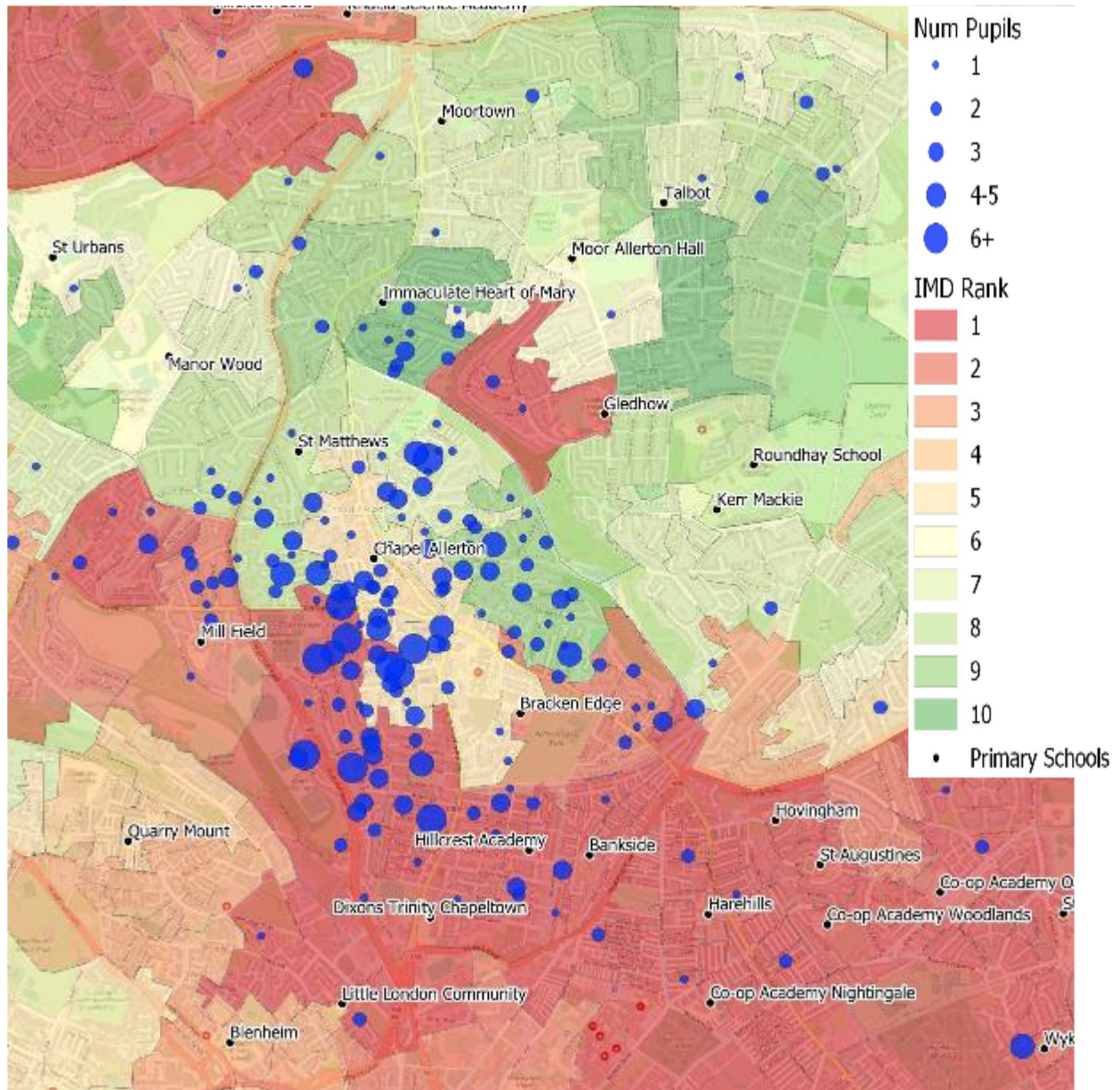
Demography and School Context

Chapel Allerton Primary is a 2-form entry community school located in an ‘inner suburb’ of north east Leeds, about 2 miles from the city centre Chapel Allerton primary school was first opened in 1878 and the school still occupies the original building, which has been extended and developed over the last 147 years. Chapel Allerton was originally a ‘village school’, surrounded by open land to the east, west and south. Now, the school is situated at the heart of a bustling ‘urban hub’ and is surrounded by residential housing of various vintages and styles.

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The blue dots indicate where the school’s pupils live. Although there are

areas relatively near to the school which have lower than average levels of deprivation, the areas immediately surrounding the school, in which most of the lower cohorts of pupils live, are amongst the more affluent areas of Leeds.

According to the 2021 census, 36% of the school's pupils were living in an area classed as being one of the 10% most deprived areas in England (IMD rankings).



Data sources: School SIMS system, November 2020. IMD deciles: Ministries of Housing, Communities & Local Government. LSOA boundaries: ONS, contains public sector information licensed under the Open Government Licence v3.0 Background map images © OpenStreetMap contributors. Map produced by Ian Stokes Education Ltd

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- 32 hours a week of Specialised Speech and Language TA Support
- High adult to pupil ratios with TAs/HLTAs delivering interventions (including some pre/post regular school day)
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target Able children on Free School Meals to achieve Greater Depth Standards.
- Pay for Year 6 residential for PP Children.
- Funded Breakfast club
- Free attendance at selected extra-curricular activities
- Support the funding of specialist learning software.
- Safeguarding and Wellbeing Officer – Significant majority of regular work with Pupil Premium Children.
- SEND lead and HLTA – Significant percentage of regular work with Pupil Premium Children.
- Pastoral Support – 20hr role
- Pastoral/SEMH support targeted at identified individuals/groups
- Targeted activities to build confidence, self esteem and gain cultural capital e.g. Think Like a Pony

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	More frequent behaviour and attention difficulties combined with lack of rich life experience.
3	Attendance and Punctuality issues.
4	Chaotic family lives and multi-agency involvement

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
Progress in Reading	Achieve at least national average progress scores in KS2 Reading
Progress in Writing	Achieve at least national average progress scores in KS2 Writing
Progress in Mathematics	Achieve at least national average progress scores in KS2 Maths
Phonics	Achieve at least national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 95%

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: £49,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language/English as additional language Teaching Assistants. (£20,000)</i></p> <p><i>To assess children then deliver bespoke programmes.</i></p> <p><i>Cluster Speech and Language, 1 day per fortnight for specialist support (£18,965)</i></p>	<p>Weak Language and Communication skills. Approximately 25% of children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p> <p>Higher than average numbers of children access SALT in Reception – 17% of the class but 25% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist</p>	1
<p><i>SEND HLTA £8500(1/3 of salary)</i></p>	<p>32% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care.</p> <p>Most children working within 16-26/22-36 month age band on entry to Reception despite making accelerated progress, do not meet the required end of year ELG's.</p>	1,2
<p><i>Staff CPD (£2000)</i></p>	<p>Training for TAs as well as teachers is an important investment</p>	1,2,3,4

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

Budgeted cost: £25,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pre/Post school clubs £21,500</i></p> <p><i>Times Table Rockstars (£350)</i></p> <p><i>Clicker (£2,500)</i></p>	<p>22.25hrs worth of sessions delivered by HLTAs. Further Enrichment clubs are provided by staff who claim pay or time in lieu to offset. Children attending the clubs will often make accelerated progress.</p> <p>To be used at home and school to improve mental recall</p> <p>Clicker is a supportive writing software which can be used in school and at home – From November '22 it is available to all children who will benefit from it.</p>	<p>1,2,3</p>
<p><i>Library Stock (£1,500)</i></p>	<p>Reading Rocketeers intervention resources will benefit less able disadvantaged children.</p>	<p>1</p>

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

Budgeted cost: £24,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>50% Pastoral Leader (£6000)</i> <i>50% Safeguarding and Welfare Officer (£15000)</i> <i>will work with vulnerable pupils to ensure they can access learning</i></p> <p><i>Cluster Services are bought in by the Family of Schools to support school</i></p>	<p>The SWO and Pastoral Lead work with vulnerable families to improve whatever challenges/barriers they face working directly with children with a range of SEMH needs</p> <p>PP Pupils historically have lower attendance levels and proportionally more emotional, health and wellbeing issues which require additional support.</p> <p>Being part of the local cluster enables us to access a wide range of specialist support including attendance, speech and language, emotional health and wellbeing and family support workers etc</p>	<p>3,4,5</p>
<p><i>Residential Costs (£3825)</i></p>	<p>To enable Pupil Premium children to attend our Year 6 residential which provides experience of a range of Outdoor Adventure Activities as well as time away from family.</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £100,140

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 2024 to 2025 academic year.

The CA scaled scores for Disadvantaged pupils were 102 (Reading), 102 (GPS) and 97 (Maths). Throughout school disadvantaged pupils made broadly equivalent progress to their peers but from generally lower starting points.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Clicker	Crick Soft
Spelling Shed	Edshed
X Tables Rockstars	TT Rockstars
Speech and Language Therapists	Chatterbugs