

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Chalk Ridge Primary School
Number of pupils in school	307 (7/11/2024)
Proportion (%) of pupil premium eligible pupils	24.43% (75 pupils) (7/11/2024)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	25 th November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sue Jackson Head Teacher
Pupil premium lead	Ella White SENDCo/PP Lead
Governor / Trustee lead	Ian Ross, Charlotte Bealby and Stig Lincoln-Ohrstrand

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108690
Recovery premium funding allocation this academic year	£4313
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	£113,003

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium (PP) has one central aim: to improve outcomes for all socio-economically disadvantaged pupils. Since its launch in 2011, it has enabled schools to sharpen their focus and resources on this group and their individual needs so that they can flourish. Whilst the covid pandemic was 4 years ago, children in our current YR cohort, born from March onwards, would have been born during the first national lockdown. We are yet to clearly see the impact this may have had on children's social, emotional and physical development.

Our 2024-27 strategy has been founded on the following EEF principles using a tiered approach to pupil premium spending to ensure we balance the essentials of an effective PP plan. This encompasses quality first teaching, targeted academic support and the use of wider strategies:

- It covers a 3-year period, reviewed annually, with the necessary adjustments.
- Leaders focus on a small number of priorities each year in areas likely to make the biggest difference.
- It is embedded within a wider strategic cycle and its impact is reported termly to the governors.
- Our approach is linked closely to EEF evidence.
- We will continue to spend some of our PP funding on non-academic interventions such as improving attendance and pupils' mental health as this will boost attainment. The spending has made a significant impact upon attendance and so this element of the strategy will be maintained.
- From our previous strategy, our new phonics scheme had a significant impact on pupils. Whilst this will no longer be a priority, it will continue to be maintained and embedded at an equally high standard across the school as part of our usual monitoring processes.
- In 2024-2025, following our 'good' OFSTED inspection, we are now in a position where we can hone in and have a direct focus on specific areas within teaching and learning, as opposed to previous strategies where we have needed to develop core areas of the curriculum.
- Some of the funding is spent on extracurricular activities to enable those PP eligible children, who would not be able to attend visits, music and swimming lessons to have the same access as non-PP children.

Our school vision is based on five key values which are aspiration, inclusion, respect, resilience and independence and whilst we expect all children, irrespective of their background or the challenges they face, to make good progress from their starting points and achieve highly in all areas of school, this strategy is to support the most disadvantaged pupils. We support these pupils to ensure that they make good progress, and have at least the same opportunities as their peers. As with all pupils, we expect pupil premium pupils to support each other and reach their goals by having high aspirations of themselves and the confidence to progress and achieve well in all aspects of their life. When 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.

Our focus on attendance over the previous year has made a significant impact and we have closed the gap between PP attendance and non PP attendance. Our focus has shifted to support pupil participation in break and lunchtimes. Ensuring pupils with sensory needs have their needs met.

Playtimes continue to be a key time during the day for some pupils to feel dysregulated, including those with no recognised educational need. Considering the number of adults available for break and lunchtimes, the extent of our school grounds, including the different key areas within our outside space, we would like to make better use of what's available to us. The Outdoor Play and Learning Programme (OPAL), is proven to improve behaviour; improve wellbeing; save time and money; and develop skills.

Peer collaboration is an area we would like to develop across the school. With LSA recruitment becoming increasingly challenging and an increasing number of EHCP pupils across the school, we recognise we need to be strategic in LSA deployment to ensure those with the greatest need access the adult support they require. This will mean LSAs may need to teach interventions across the school and cannot be solely class based or allocated to one individual pupil all of the time. *Peer collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. However, the size of impact varies, so it is important to get the detail right (EEF).* [Collaborative learning approaches | EEF](#)

Whilst we have had great success with our reading in recent years, through the implementation of Little Wandle, recall, particularly in relation to maths and spelling, continues to be a key area of need for our pupils. Metacognition is one's ability to be aware of their own thought processes and strategies that best help them to learn. Students with higher metacognitive skills would have an increased self-awareness and can choose strategies that are appropriate in helping them complete specific tasks. For pupils who regularly use retrieval practice as a way of improving their learning, this will fundamentally act as a motivator when they get a question wrong. A metacognitive learner will actively seek out feedback and use it to improve their learning.

Parental engagement continues to be an area that school would like to improve further. Parental engagement does not just refer to the triangulation between schools, parents and pupils. It can also encompass: developing parental skills, such as with IT or literacy; the involvement of parents in whole-school events; and more intensive programmes for families in crisis. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps ([EEF | Parental Engagement](#)).

The current economic climate means that we need to sensitively support some of our Pupil Premium children's families financially and through referrals to other agencies to enable them to access the things that many children take for granted.

At Chalk Ridge Primary School our intent for the pupil premium strategy is to ensure educationally disadvantaged pupils thrive academically and socially by:

- Maintaining Pupil Premium pupils' attendance – particularly those of persistent absentees.
- Supporting pupil independence and peer collaboration, particularly in maths and writing.
- Developing staff and pupils understanding of metacognition
- Supporting pupils wellbeing further by developing playtimes and lunchtimes to support social skills and sensory needs
- Encouraging parental engagement

Challenges

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

Challenge number	Detail of challenge
1	<p>Playtimes and lunchtimes</p> <p>Play makes up 20% of a child's school life (equivalent to 1.4 years of time at school). If you get the play right you get the learning right. A significant proportion of our disadvantaged pupils, particularly those with SEND regularly struggle at break and lunchtimes often impacting late morning/afternoon learning as a result. Others struggle to access these social situations due to their sensory needs, finding the playground loud and uninviting. Staff need to become proactive rather than reactive to ensure conflicts are avoided or resolved as early as possible. Children need to be supported to identify their triggers and strategies that can support them to be successful in making good choices.</p>
2	<p>Collaborative Learning</p> <p>Through observations and discussions with pupils, it is recognised that children, particularly disadvantaged children, are at risk of becoming passive learners, depending on adults for support in guiding their learning. Research suggests that the impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year, as long as it is done meaningfully. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or groups; structured approaches with well-designed tasks lead to the greatest learning gains.</p>
3	<p>Metacognition</p>

	<p>Following our work in recent years in developing strategies to support the mental health of all pupils across the school, we want to explore this further by implementing approaches that benefit children’s self-regulation through teaching metacognition. Metacognition refers to teaching pupils skills to think about their own learning. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. It is important to have the full buy-in by all stakeholders to ensure it is firstly fully understood by staff before it can be taught, modelled and repeatedly practised with pupils to have the greatest impact.</p>
4	<p>Parental Engagement</p> <p>Observations made by the leadership team have noticed a disparity in engagement both socially and academically by parents, particularly those of disadvantaged pupils. Our concern is the subsequent impact this can then have on a pupils’ social development and academic progress if parents are unable to support their children with their learning at home. Our aim is to develop a sense of belonging for all children, their families and school staff.</p>

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
<p>To sustain improved attendance for all pupils particularly our disadvantaged pupils and those with persistent absenteeism.</p>	<p>Sustained high attendance from 2024/2025. The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so there is no significant gap.</p> <p>The persistent absenteeism for disadvantaged pupils will meet national.</p>

<p>All pupils to experience positive play at break and lunchtimes.</p>	<p>All pupils are able to successfully access break and lunchtimes to support the development of their social and emotional skills whilst meeting their sensory needs whilst reducing the number of children staying inside for break and lunch.</p> <p>The number of incidents requiring adult intervention occurring at lunchtime will have reduced. This will be evident from staff logs on CPOMS.</p> <p>Pupil surveys suggest that children enjoy playtimes more than in 2024/2025.</p>
<p>All pupils to be empowered to collaborate with peers and work with increasing independence with a focus on the most disadvantaged having high quality role models.</p>	<p>Deliberate peer groupings, evidenced through planning and observations.</p> <p>Observations will demonstrate pupils working in small groups, facilitated by an adult to work collaboratively to become independent learners.</p> <p>All classes will be using the 'Think, Pair and Share' strategy in core and foundation subjects.</p>
<p>All stakeholders understand the impact of metacognition on teaching and learning.</p>	<p>Class observations will evidence teachers modelling their own thinking to demonstrate metacognitive strategies.</p> <p>Pupil voice - opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties.</p> <p>Vulnerable pupils driving priorities for teaching and learning. Teacher will have key children identified on lesson plans.</p>

	All stakeholders will understand metacognition so that children can know more and remember more by knowing what helps them to learn, particularly in maths and spellings.
Increased parental engagement with a stronger sense of belonging within the Chalk Ridge community.	<p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations will evidence a greater sense of belonging.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Registers to log parent attendance for events where parents are invited, with staff reaching out to those hardest to reach.</p>

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: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
OPAL training for staff and children.	<ul style="list-style-type: none"> • Behaviour - happy children don't cause nearly as much trouble as bored children • Accidents - OPAL schools have up to 80% less reported accidents • Staff well-being - Supervising happier children leads to happier staff • SLT time - senior leaders report a dramatic reduction in the time they spend on resolving play conflicts 	1

	<ul style="list-style-type: none"> • Teachers - consistently report more teaching time in afternoon lessons • Self-regulation - children in OPAL schools learn to self regulate through practice, trust and freedom • Physical activity - all children, including girls, SEN and non-sporty children are significantly more active • Mental well-being - Research shows OPAL children are happier and self-reporting improved mental health • Social and emotional development - Good play in the laboratory of life where relationships are practised • Links to formal learning - Many OPAL schools report increased creativity, imagination and collaborative skills • Attendance - children can't wait to come to OPAL schools because they have such fun • Parents - we all want our children to be happy. Well informed parents at OPAL schools love it that their children are happier • Rights - Play is a child's right as recognised by the UN Convention on the Rights of the Child • OFSTED - OPAL schools can easily provide evidence on their approach to wellbeing and inclusion • Risk - OPAL schools report significant improvements in children's ability to identify and manage risk (Opal, Why do schools need great play?) 	
Implementation of collaborative learning for teachers and LSAs	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. However, the size of impact varies, so it is important to get the detail right. (EEF Collaborative Learning) + 5months	2
Understanding of how to implement metacognition strategies.	The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.	3

	<p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. (EEF Metacognition and Self Regulation) +7months</p>	
<p>Staff CPD for the implementation of Spelling Shed</p>	<p><i>“In order to spell well, children need to learn how to strategically use knowledge about phonology, orthography, morphology and etymology. It is also a visual activity that involves the laying down and retrieval of visual representations of words and word parts in the memory.” Oakley & Fellowes (2016, p.1)</i></p> <p>To deliver effective spelling lessons we must teach strategies rather than memorising them. These strategies include direct instruction, word study and practice. Spelling Shed lists were developed by applying the Science of Reading research and follow a systematic progression of phonics and word study skills typically addressed in each Stage.</p> <p>Spelling Shed supports differentiated learning, allowing pupils to progress at their own pace and receive activities tailored to their individual needs. This personalised approach aligns with the Science of Reading's emphasis on accommodating diverse learning styles and abilities.</p> <p>At the beginning of each Stage, there is an intentional spiral review of skills expected to have been acquired in the previous Stage but they also include words of increasing difficulty. This fits in with our philosophy of the importance of retrieval.</p> <p>The majority of the words selected for each list contain only the grapheme-phoneme correspondences (GPC's) that have been previously reviewed to avoid cognitive overload, help ensure focus and attain mastery of the skill at hand.</p>	<p>3</p>

	<p>Practising to read high frequency words is essential to becoming a fluent reader but not by memorising the whole word. Brain research shows that strong readers, even when they process a written word, such as ‘instantaneously,’ are reading by sounds. Researchers have repeatedly demonstrated that readers who read fluently are able to map phonograms to their sounds automatically. The process occurs so quickly that it appears they are reading “by sight” (Ehri & Snowling, 2004). Most high-frequency words are decodable and are more efficiently taught alongside the corresponding phonetic patterns. When pupils use their knowledge of the sounds to learn and master high-frequency words, they simultaneously strengthen the skills that will enable them to read thousands more.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy activities to support collaborative learning.	<p>Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils’ spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to Collaborative learning approaches which promote pupils’ interaction in groups.</p>	2 and 3
Action research with Y6 using Learning By Questions (LbQ).	Learning by Questions (LbQ) has many benefits for both teachers and students, including:	3

	<ul style="list-style-type: none"> • Improved student engagement - LbQ provides individualised feedback on every question, which can help students feel more confident and resilient. • Reduced teacher workload - LbQ saves time by instantly assessing work, allowing teachers to focus on data and target misconceptions. • Improved attainment - LbQ can help teachers create differentiated sessions to target students who need additional support or acceleration. • Increased student knowledge - LbQ's practice and feedback can help students build their knowledge. • Identified gaps and misconceptions - LbQ can help teachers identify gaps and misconceptions, and provide a greater range of challenges. • Real-time feedback - LbQ provides instant feedback to help teachers intervene effectively and correct mis-conceptions early on. • SATs preparation - LbQ's primary English resources are created with the SATs in mind, and include SATs-specific resources. 	
Spelling Shed interventions	<p>Spelling Shed has many benefits for students, teachers, and parents, including:</p> <ul style="list-style-type: none"> • Improved spelling - Spelling Shed can help students improve their spelling and vocabulary. • Confidence building - The game-like format of Spelling Shed can help students build confidence in spelling. • Personalized learning - Spelling Shed offers differentiated learning, allowing students to progress at their own pace and receive activities tailored to their individual needs. • Dyslexia-friendly - Spelling Shed incorporates the "Open Dyslexic" font into their games and offers various difficulty levels. 	3

	<ul style="list-style-type: none"> • Mastery Zone - Mastery Zone tracks each pupil's spelling and vocabulary gaps and automatically provides targeted practice until mastery is achieved. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing).

Budgeted cost: £72,503

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of OPAL play and lunch activities.	<p>The evaluation highlights the considerable benefits that have been gained from participating in OPAL. These include:</p> <ul style="list-style-type: none"> • Changing the attitudes and culture of the school's understanding and position on play (particularly in relation to risk, adult control and all-weather play). • Altering the school grounds imaginatively and creatively in order to open up more possibilities for play. • Changing children's play patterns, and encouraging greater variety of play behaviours and wider use of time, space and materials for child-initiated outdoor play. • Increasing children's enjoyment of playtimes, with an associated reduction in perceived disruptive behaviour. • Teaching staff to value the instrumental outcomes of the enhancement of playtime, particularly in terms of learning and social development. (<i>Supporting school improvement through play: An evaluation of South Gloucestershire's Outdoor Play and Learning Programme (Opal)</i>). Stuart Lester, Dr Owain Jones, Wendy Russell) 	1

<p>Parental engagement in LbQ and Spelling shed</p>	<p>Learning by Questions (LbQ) has many benefits for both teachers and students, including:</p> <ul style="list-style-type: none"> • Improved student engagement - LbQ provides individualized feedback on every question, which can help students feel more confident and resilient. • Increased student knowledge - LbQ's practise and feedback can help students build their knowledge. • Independent learning - LbQ can be used at home on any internet-connected device, allowing students to take part in their own learning journey. • Engaged reluctant students - LbQ can help parents engage even the most reluctant students. • SATs preparation - LbQ's primary English resources are created with the SATs in mind, and include SATs-specific resources. <p>Spelling Shed has many benefits for students, teachers, and parents, including:</p> <ul style="list-style-type: none"> • Improved spelling - Spelling Shed can help students improve their spelling and vocabulary. • Confidence building - The game-like format of Spelling Shed can help students build confidence in spelling. • Personalized learning - Spelling Shed offers differentiated learning, allowing students to progress at their own pace and receive activities tailored to their individual needs. • Dyslexia-friendly - Spelling Shed incorporates the "Open Dyslexic" font into their games and offers various difficulty levels. • Offline play - Students from subscribed schools can access online games using their accounts, even when they are offline. 	<p>4</p>
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	<ul style="list-style-type: none"> • Mastery Zone - Mastery Zone tracks each pupil's spelling and vocabulary gaps and automatically provides targeted practice until mastery is achieved. 	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Attendance officer and senior leader with responsibility for attendance following up absences rigorously.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>Provide parenting support beyond school hours to support parents to proactively manage challenging behaviour at home through support from our Parent Support Advisor.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) EEF +4 months impact</p>	4
<p>School trip and residential subsidies are offered to low income disadvantaged families to enhance real-life learning experiences so that knowledge links can be made, vocabulary skills extended and disadvantaged pupils make valid connections with new learning, deepening their knowledge bank and place it into their long-term memory.</p>	<p><i>School trips are an incredibly important part of school life and really help children to make the connection between what they are learning inside the classroom and the wider world. (Plan my school trip 2021)</i></p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation</p>	4

	<p>in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Mastery learning EEF +5 months impact Collaborative learning approaches EEF +5 months impact Metacognition and self-regulation EEF +7 months impact</p>	
Subsidies for extra curricular activities to enable Pupil Premium children to benefit from opportunities available to their peers, such as peripatetic music tuition and swimming lessons.	From - An Unequal playing field report by The social mobility commission July 2019. The University of Bath, who conducted the research, found that children who do participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education.	4
Provision of equipment to support learning at home to enable pupil premium children to engage with home learning in a more equitable way with their peers.	Provision ensures that Pupil premium children are not at a disadvantage to their peers.	4
Provision of food, clothing and access to out of hours provisions as required to ensure that pupil premium children have their basic needs met.	Meeting children's basic needs enables them to focus on their learning. Referrals are also made where appropriate.	4

Total budgeted cost: £113,003

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 2023 to 2024 academic year.

The strategies employed in the last academic year had significant impact.

Attendance and punctuality were slightly below the school's expectations of 95% or above, however we were above the national average by 0.3%. The attendance rate for the whole school was 94.5% with the attendance rate for the Pupil Premium children being 89% resulting in a gap of 5.5%. However, 3 pupils who were enrolled but never attended school due to transitioning to another school has impacted our attendance figures. If we exclude these pupils from our attendance rate then our true Pupil Premium figure would be 92.7%, meaning a gap of 1.8%. The gap between the whole school figure and the PP figure is bigger than the previous academic year (2022-2023) which was 0.76% but has remained smaller than 2021-2022 figure of 1.98%. If we include these 3 pupils then the gap between our whole school figure and PP figure would be 4.73%, and therefore bigger than our previous year and 1.6% bigger than the 2020-2021 figure of 3.9%. The unauthorised absence figure for PP recipient pupils remains higher than the whole school cohort at 0.6% (0.5% whole school). This has closed from a gap of 0.17% to one of 0.1%.

The figures this academic year were negatively impacted by a number of factors:

- As mentioned above 3 pupils who were enrolled but never attended school due to transitioning to another school has negatively impacted our attendance figures.
- We had two pupils who weren't able to attend school due to severe health issues and hospitalisation, causing one with an attendance figure of 48.6% and another with a figure of 77.8%.
- Another pupil was excluded for 6 days, which followed over 8 weeks of authorised absence code C and later stayed on our pupil roll whilst he moved household and they tried to find a school for him so their attendance figure is 58%.
- Our Y2 cohort has always been a transient year group which has meant some children are only here for a short time and having one- or two-days absence means they reached the 90% quicker than other children.

- 18 Pupil Premium children were taken on family holidays during term time. We will continue with our approach to monitoring attendance through our new Attendance Officer and Attendance Champion as it has proved to be successful in supporting children to attend school.

Pupil Premium children attended additional learning opportunities and extra-curricular activities offered by the school. Financial support for Pupil Premium children was offered for those in Year 6 attending PGL (£1,127) in the Autumn term. Support was also provided for music lessons (£100), wrap around care for two pupils (£820) and to enable pupils' participation in some school events.

A new phonics and reading scheme was introduced with additional staff training and further resources purchased. Additional catch up and keep up programmes were provided for 7 pupil premium children including precision teaching, and SEND Little Wandle. For the second year running, (100%) Pupil Premium children passed the Year 1 phonics screening this year which has exceeded the number of Non-Pupil Premium children (97%). Of the children in Year 2 who needed to retake the phonics screening x4 of the x5 home grown pupil passed (only 1 was PP). Due to the high mobility of the year group an additional 16 pupils took the screening and 10 passed.

The percentage of pupil premium children achieving age related expectations in reading in Y2-6 is higher than that of non-pupil premium children. A focus for the school going forward will be to ensure pupil premium children also supercede non-pupil premium children in maths and writing.

Year Group	Expected Reading PP	Expected Reading NonPP	PP gap on NonPP
2	60%	52.4%	+7.6%
3	42%	37%	+5%
4	80%	59%	+21%
5	56%	32%	+24%
6	72.7%	64.3%	+8.4%

Of the KS2 data, the attainment of disadvantaged pupils is above the LA. EXS Reading at Chalk Ridge (CR) (73%) compared with Reading LA (58%). This can also be said for greater depth pupils, achieving GDS in Reading at CR (36%) compared with LA (15%).

49 out of the 62 Pupil Premium children achieved age related expectations (ARE) in reading (79%). This is an increase on the previous year of 16.2%. The percentage of non Pupil-Premium children achieving ARE rose for a second year by 13.7% to 83.7%. The gap between Chalk Ridge attainment and national expectations still needs to be focused upon.

Regular emotional and mental health support was provided for pupils and their families by the trained ELSA, TALA and Thrive practitioner. We have become a Thrive school, with a second member of staff completing the training to become a qualified Thrive Practitioner. All staff have received Thrive training and each classroom now has Thrive boxes to be able to provide on hand support for children who become dysregulated. The children are screened three times a year within classes with both practitioners meet with the Headteacher and SENDCo half termly to discuss children, their progress on the Thrive journey and any new concerns as they arise.