

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 2025 to 2026 academic year.

We have analysed the performance of our school's disadvantaged pupils during the academic year using the performance data for Key Stage One Phonics and EYFS performance data as well as our own internal assessments for Key Stage One in Year 2.

To help us gauge the performance of our disadvantaged pupils we have compared our results to those for disadvantaged and non-disadvantaged pupils. We have also looked at the performance related to that of national data (2025).

This is the first year of working towards the strategy and we will continue to work on the outcomes over the next two years.

Outcomes

Gap between PP and Non-PP narrows so that our PP children achieve in line with those that are not PP in Reading, Writing and Maths

Attainment

EYFS

Reading

Disadvantaged pupils

Comprehension	27%	73%
11 pupils - Average: Expected		
Word Reading	36%	64%
11 pupils - Average: Expected		

Non-Disadvantaged pupils

Comprehension	36%	64%
42 pupils - Average: Expected		
Word Reading	26%	74%
42 pupils - Average: Expected		

Writing

Disadvantaged pupils



Non- Disadvantaged pupils



Maths

Disadvantaged pupils



Non- Disadvantaged pupils



The overall attainment of children achieving a good level of development in EYFS was 55% compared to 64% non-pupil premium children. The % of children is small – out of 11 pupils 45% equals 5 out of 11 pupils



Many children entered our EYFS with speech and language that was poor and unable to speak interventions for Wellcomm and multilingual language support resources helped to raise standards of early communication with an increase from starting points at the beginning of EYFS.

Year One Phonics Outcomes

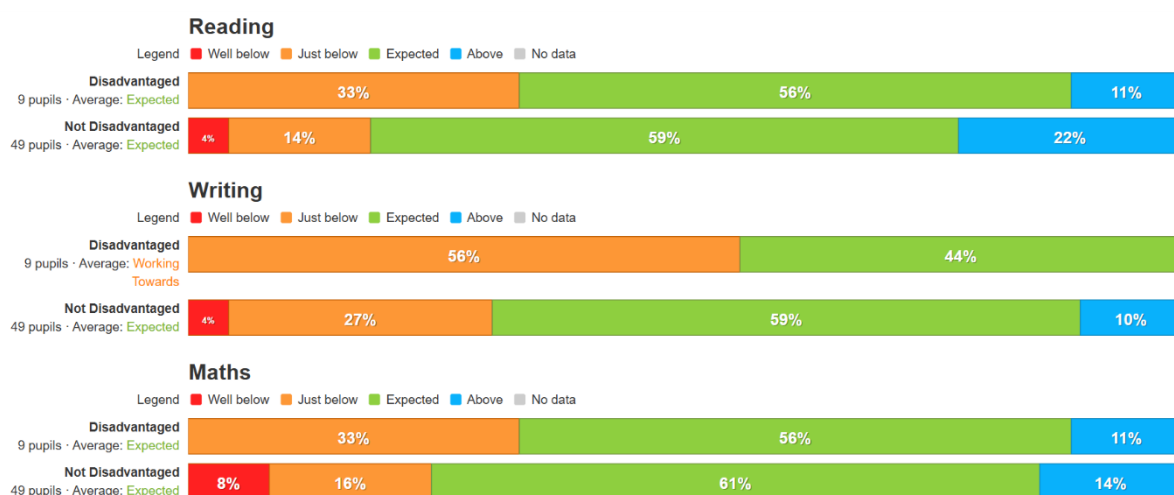
Phonic outcomes for our PP children in Year One continue to rise. The PP cohort in year one who took the phonics screening check are a very vulnerable group with 67% of the cohort also being on the SEND register – many of them with a need for communication and interaction



As you can see the attainment of our PP children is below that of the non-PP children. 56% of the PP children passed with equals 5 out of 9 pupils. Of the 44% of children who did not pass all on the SEND register 1 with an EHCP and 2 in writing. One of the children does not have any phonics knowledge and was disapplied. If she was not submitted within the data the % would be 63%. This will continue to be a focus for 2026-2027

Year Two Outcomes

Of our Year Two cohort 9 children were Pupil premium of these 9 44% were identified as SEND and 78% identified as multilingual.



In Reading 67% of our Pupil premium children achieved the expected standard compared to 82% non-pupil premium children

In Writing 44% of our Pupil premium children achieved the expected standard compared to 69% of non-pupil premium children.

In Maths 67% of our pupil premium children achieved the expected standard compared to 76% of our non-pupil premium children.

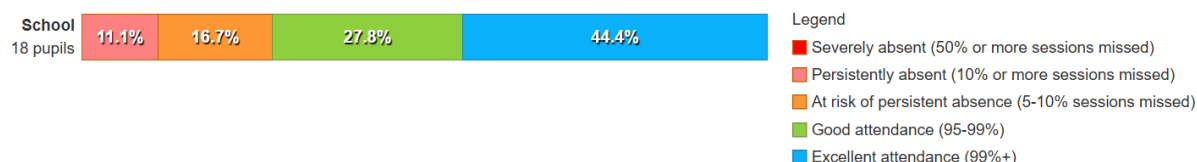
Although there is a gap within all subjects at the end of Key Stage One, children have all made progress from their starting points and needs to continue to be narrowed in 2026-2027

Attendance

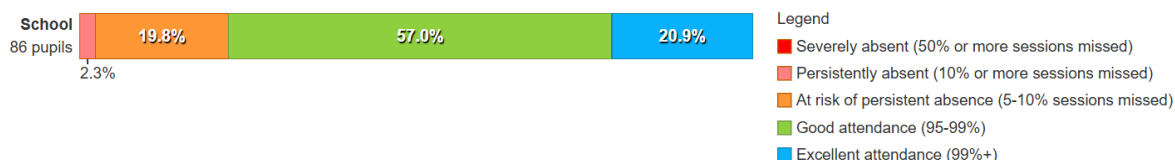
Attendance continues to be a priority at Chilvers Coton Community School, this year we have used the new DfE document for supporting the attainment of disadvantaged pupils. Working with our pastoral team and WAS we are starting to see some improvements in attendance, and the impact this is having on children's wellbeing.

Our Whole School Attendance for Pupil premium children is 96.1% which is above the national average of 94.8%. This is also an increase of since 2025-2026 where our PP attendance was 94.1%

Currently we have 72% of compulsory school aged pupil premium children with good or excellent attendance (over 95%). We also have 89% of children with attendance above 90%. This means out of pupil premium children we have 11.1% of children who are classed as persistently absent.



Comparing our attendance to that of our non-pupil premium children there are only 2.3% of children who are persistently absent showing there is a small gap however due to the number of children each PP child equals a higher % in numbers it works out as the same number of children which is 2.



Although the persistent absentee % is 11.1% this continues to decrease from 14.4% in 2024-2025 and 23.3% in 2023-2024.

Breakfast club attendance for children with pupil premium has grown steadily throughout the year. The support and availability of breakfast club has positively impacted on the attendance and in particular punctuality for families over the year.

Breakfast Club provision continues to be offered to vulnerable pupils, current family difficulties (i.e., parental ill health) and those where attendance is a concern with the fee waived.

Speech and Language

On our strategy another one of our outcomes was to improve the speech and language skills of the children across the school. Throughout the year Wellcomm has been used as intervention for children who were identified as needing this support across the whole school. Weekly communication and interaction sessions have also been taking place within Reception to develop communication. Looking at the area of speaking within the EYFS Early learning goals our PP children have outperformed our non-PP children by 6%. We will continue to develop this next year on our 2nd year of our strategy.



Alongside developing Speech and Language by using Wellcomm all Key Stage One classes have an Oracy session each week where they continue to develop both their speaking and listening skills. An 'Oracy' lead has been identified and they have started to create positive improvements to the children's communication across the school by implementing strategies including 'Chatter Rules' with the intention the rules will evolve as children progress through the school, reflecting the development of their speaking and listening skills from Nursery through to the end of KS1.

SEMH

Our final outcome on our strategy was to enable pupils to self-regulate and manage their own emotions, behaviour and well-being in a positive way. Throughout the year we have developed numerous strategies to support this. We have used 'happymind' which has given children recognisable methods to help them self-regulate such as happy breathing. The majority of children are able to confidently talk about how their brains work and what they can do if they are feeling overwhelmed.

Pupil Voice Questionnaires showed 100% positive feedback regarding Myhappymind and as strategy to support both behaviour and personal wellbeing and development

Behaviour				
What happens if you need help to calm down?				
Go in the book corner, happy breathing cards Fidget toys	Happy breathing Quiet place Sensory room	Happy breathing	Happy breathing and thinking about team HAP	Happy breathing
Personal Development & Wellbeing				
What helps you feel calm if you feel upset or worried?				
Happy breathing Going to the sensory room Going to the harbour	Telling a grown up	Happy breathing	Happy Breathing	Happy Breathing

MyHappymind also had 100% positive feedback about making children feel safe in school.

What makes school feel safe for you?				
Myhappymind Harbour Sensory room Sitting somewhere quiet	Playing and working together Learning	Myhappymind Teachers	Myhappymind	My teachers

Alongside Myhappymind we have also introduced 'Zones of regulation' again which has enabled children to label their emotions in a positive way. Alongside the SENDCO this has been embedded into daily life at school and 89% of children are able to confidently identify at least the 4 zones and the initial emotions of happy, sad, worried and angry. This has been delivered through discrete teaching sessions alongside assemblies.



Finally, to support our children's SEMH we have also supported a member of staff to train to be an ELSA support assistant to develop emotional literacy and regulation and provide targeted support for pupils with identified mental health needs. Currently out of the children who receive this support 44% are PP children. We will continue to use this as an identified strategy and support next academic year.