

# **Pupil Premium Strategy Summary for Parents (2025–2026)**

At Choppington Primary School, we want every child to thrive—academically, socially and emotionally—no matter their background. With **77% of our pupils eligible for Pupil Premium**, this funding plays a vital role in helping us provide the very best support, teaching and opportunities for all.

## **Our Vision**

We believe in **high expectations for every child**, strong relationships with families, and a curriculum that builds confidence, curiosity and a love of learning. As the strategy states, **“Every child can thrive, regardless of background, starting point or the challenges they face.”**

Our work focuses on:

- High-quality teaching in every classroom
- Early identification of need
- Strong communication and language development
- Excellent behaviour and attendance
- Rich enrichment opportunities
- Close partnership with parents

## **The Main Challenges We Are Tackling**

Through assessment, parent voice and national research, we have identified six key barriers affecting our pupils:

1. **Speech, language and communication needs (SLCN)**
2. **Low-level disruption** that affects learning
3. **Attendance below national averages**
4. **Limited access to enrichment and wider experiences**
5. **Variable parental engagement as children move through school**
6. **Reduced cultural capital and background knowledge**

## **What We Aim to Achieve**

By 2029, we want to see:

### **1. Stronger communication and language skills**

- More confident speaking, listening and vocabulary
- Oracy embedded in every lesson
- Clearer targets through NHS SALT and SLCN teams

### **2. Excellent behaviour for learning**

- Fewer sanctions
- Calm, purposeful classrooms
- Reduced exclusions

### **3. Improved attendance**

- Fewer persistent absentees
- Earlier support for families
- Attendance in line with or above national

### **4. Broader enrichment for all pupils**

- More clubs, trips, visitors and outdoor learning
- Higher participation from disadvantaged pupils

### **5. Stronger parental engagement**

- More parents using school communication tools
- Increased involvement in workshops and events
- Better home–school learning routines

## **How We Will Use the Funding**

We are investing in three key areas:

### **1. High-quality teaching**

- Standardised assessments
- Learning by Questions
- White Rose Maths
- Air-Ed writing assessment
- Seesaw & Times Tables Rockstars
- Staff training, including phonics and working memory

### **2. Targeted support**

- Speech and language interventions
- Spelling Shed
- LEGO-based social communication groups
- Verbo SLCN toolkit
- Structured communication and vocabulary programmes

### **3. Wider strategies**

- Pastoral support for families
- Trackit Lights behaviour system
- Subsidised trips and visitors (£1000 per year group)
- Outdoor adventure and performing arts
- Attendance support with the Education Welfare Officer

## **What We Learned Last Year**

The strategy notes that: **“Our approaches are having a positive and measurable impact, particularly in communication, engagement and behaviour for learning.”**

### **Strengths**

- Oracy and talk routines boosted confidence and understanding
- Enrichment increased motivation and enjoyment
- Diagnostic tools improved precision in teaching
- Early language work improved EYFS outcomes

### **Areas to strengthen**

- Phonics outcomes remain too low
- Attendance improvements were inconsistent
- Some interventions need more frequent review

### **Next steps**

- More rigorous intervention reviews
- Stronger early reading support
- Earlier attendance intervention
- Continued focus on cultural capital and enrichment

## **Working Together**

We know that children achieve more when school and families work in partnership. This strategy is designed to ensure every child at Choppington has the support, opportunities and encouragement they need to succeed.

If you'd like to know more or discuss how we can support your child, please speak to your class teacher or the school office.