



Chipping Ongar Primary School

Pupil premium strategy statement 2026.27

This statement details our school's use of pupil premium (and recovery 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	Chipping Ongar Primary
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	14.4 % (30 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026-2029
Date this statement was published	Sept 2026
Date on which it will be reviewed	Sept 2027
Statement authorised by	Helen Russell
Pupil premium lead	Joe Ephgrave
Governor / Trustee lead	Stuart Weavers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,500
Pupil premium funding carried forward from previous years	£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	£46,500



Part A: Pupil premium strategy plan

Statement of intent

At Chipping Ongar Primary School, we will use pupil premium funding to improve the progress and attainment of disadvantaged pupils.

We understand that using our pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. Additionally, we will identify the specific challenges faced by our disadvantaged and vulnerable pupils, both academic and non-academic.

Our strategy plan will focus on the controllable challenges that are having the most significant adverse impact on our disadvantaged pupils. We will adopt a tiered model, focusing on high quality teaching first and foremost, alongside targeted academic support and wider strategies. We will consider evidence summaries, including EEF, and seek out proven strategies.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Across the school approximately 70% of our disadvantaged pupils are attaining below age-related expectations.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Our on-entry communication and language assessments indicate that 33% are below ARE compared to 11% of their peers. Although we are usually able to close gaps by end of KS2, any delay closing gaps in language development has a wider impact on academic progress.

3	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils is 7.7% lower on average than for non-disadvantaged pupils. 40% of disadvantaged pupils have been 'persistently absent' compared to 7.3% of their peers during 2024.25. Our assessments and observations indicate that absenteeism is negatively impacting certain disadvantaged pupils' progress.
4	Assessments, observations, survey responses and discussions with pupils and families have identified social and emotional issues for many pupils, and difficulties with self-regulation. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. A large proportion of our disadvantaged pupils require additional support with social and emotional needs, both in and out of the classroom.

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
Improved reading attainment among disadvantaged pupils.	Reading outcomes across the school in 2026/27 shows a 10% increase in disadvantaged pupils meeting the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Increased attendance by July 27 demonstrated by: a 16% increase in the attendance of disadvantaged pupils overall.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - an increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will fund ongoing teacher training and release time. Teacher will work with expert practitioners and senior leaders to develop and embed strategies for high quality teaching and assessment of reading. Mechanisms of Professional Development planned for and evident.	There is strong evidence base that suggest quality first teaching has the greatest impact on all learners. EEF research on improving reading highlight the importance of supporting pupils to develop fluent reading capabilities, and teaching reading comprehension strategies through modelling and supported practice. EEF reading-comprehension-strategies EEF literacy-ks2 EEF literacy-ks1 EEF guidance-reports effective-professional-development	1
Embedding oral language teaching and opportunities across the school curriculum. Teachers will improve skills in supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, have high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF EEF research on improving literacy highlights the importance of developing pupils' language capabilities. EEF literacy-early-years EEF literacy-ks2 EEF literacy-ks1	2

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

Budgeted cost: £17,373

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund staff to provide additional reading sessions targeted at disadvantaged pupils who require further support. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. This takes the form of phonics club, KOR, Booster groups. Adoption of our tiered approach for PPG pupils to ensure 1st and best T&L support in all lessons with priority seating positions.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to one tuition Teaching and Learning Toolkit EEF Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions Teaching and Learning Toolkit EEF	1
Provide specialist Speech and Language Therapy and upskill staff in	EEF toolkit (+6) EEF literacy-ks2	2

language development strategies. We will provide an additional 3 days of speech and language support across the school to identify assess individuals and train staff in appropriate strategies.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9,127

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement a further pastoral support package in addition to our personal development programme to improve wellbeing and attendance. HLTA – Pastoral lead MHWB 1st Aiders offer. Nurture offer during lunch break to support and develop social interactions.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk) The DfE guidance 'improving school attendance' has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence Parental engagement EEF toolkit (+4) Social and Emotional Learning – EEF (+4)	3,4
To tracking disadvantaged pupils, connecting with families to support engagement and providing financial support for trips and visits. Creation of Pupil one page profile for personalised approach and additional forest learning.	EEF life-skills-enrichment The benefits of curriculum enrichment opportunities have a positive impact on both learning and wellbeing. We are committed to ensuring that provision is not limited by children's financial circumstances. Arts participation Teaching and Learning Toolkit EEF	3,4
To provide a breakfast club to improve attendance, improve parental engagement and school readiness.	Based on our experiences a number of children and families were in need of support to regularly attend on time and arrive in school ready to learn.	3,4

Total budgeted cost: £46,500



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.

In 2025.26, improvements to quality of teaching and learning were evidenced, new curriculum roles are firmly in place. Monitoring the curriculum content and effective use of systems for cohesive teaching and learning are fully embedded. KS2 outcomes at expected standards or above were 50% Reading, 33% writing and 50% maths for disadvantaged pupils. The impact of targeted support to ensure accelerated progress against KS1 grades have been successful, securing pupils progress to be on track. Our ambition for reading provision and outcomes remained strong throughout, despite experiencing high mobility of 18% in year 6, this approach resulted in a Phonic Screening Check at 97% and a cumulative score of 90%. Any gaps are carefully monitored in all year groups.

Phonics assessment software and appropriately matched books were used to support and engage children and their families. Additional books were purchased to support and extend non-fiction exposure and phonic delivery to older children. Sound mats for the phases have been created and used to support independence.

Speech and language impact/ progress

Trips and learning supplemented as required and musical learning/ clubs given to PPG as priority and at no cost. Additional sessions of Wilderness Wednesday for PPG pupils – on top of existing class sessions which are available to all, which are provided each week.

The work of the pastoral support LSA to ensure robust attendance meetings, due to well-being and other factors has seen a rise in interaction with hard-to-reach families and has added capacity to develop partnerships. Stakeholder voice and HMI inspectors note the strong level of pastoral support provided for both our children and their families. A therapeutic approach to behaviour is in place. Incidents of behaviour, at all levels, have decreased. Parents are appreciative of the support provided with regard to supporting their child's wellbeing, social and emotional needs.

Well-being ambassadors were used to hold drop-in surgery every Monday, Tuesday and Wednesday lunchtime on top of provision for selected pupils to suit their needs.

Nurture club is in place for additional structure and support at lunch time and OPAL is working well to further create opportunities for all disadvantaged pupils.

Well-being Wednesdays provide regulation and mindfulness strategies to all children.

Reflection time to further support emotional regulations of pupils who had episodes of difficulty during their day.

Externally provided programmes.

Programme	Provider
English Planning KIT	Jonathan Bond
Lexi Core 5	Lexia
Bug Club	Pearson Education
Essential Letters and Sounds	OUP
NCETM	NCETM
Speech and language therapy	C&D speech therapy/ Welcom



Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around metacognition. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising Trust funding to develop oral language skills through the 'Mighty Oak programme'
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We shared practice across the Trust to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.