

# Pupil premium strategy statement 2024-27

## Chalkwell Hall Infant School & Nursery

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Chalkwell Hall Infants & Nursery
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Clements Headteacher
Pupil premium lead	Katie Stevens SENCo & Inclusion Lead
Governor / Trustee lead	Katie Brazier

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,845

## Part A: Pupil premium strategy plan

### Statement of intent

At Chalkwell Hall Infants, we aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils to ensure disadvantaged groups meet or exceed national expected progress and attainment rates across all subjects by the end of KS1, irrespective of their background or the challenges they face. Our aim is to ensure no child is left behind because of disadvantage by identifying, supporting and removing barriers to learning

(including emotional, physical, academic, and social) and removing the bigotry of low expectations, raising lifelong aspirations for both children and their families.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is 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 strategy is also focused on using targeted academic support, such as intervention groups to improve attainment; and other wider strategies which focus on improving behaviour and wellbeing. We recognise that supporting the wellbeing and mental health of our children is equally as important as raising attainment. Our priorities for pupil premium funding are aimed at supporting the whole child. Our aim is to provide a varied balance of strategies to ensure that disadvantaged pupils have the best possible chances of success.

Our strategy is also integral to wider school plans for education recovery. We appreciate that this is a long journey and we would expect gaps to narrow throughout their time in the Infants, ensuring children have a secure start and are ready to continue on their learning trajectory throughout the next stage of education.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not making assumptions about the impact of disadvantage. We understand that every child's needs will differ and vary and we aim to know our learners, identify their barriers and put in the correct support in place.

## Challenges

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

Challenge number	Detail of challenge
1	On entry into school, oral language skills in Reception are lower for disadvantaged groups of pupils compared with their peers as shown in the Wellcomm screen. This slows academic progress in subsequent years in all areas of learning.
2	Some students eligible for PP do not share the same cultural experiences as their peers. Therefore some children from disadvantaged groups are not able to fully understand the context of the curriculum due to an insufficiency in cultural capital. There can be a lack of broad experiences and enrichment activities for some in disadvantaged groups.
3	Disadvantaged pupils generally attain less well in reading, writing and maths; this may be due to not being read to or with often enough outside of school or not having access to appropriate reading materials at home. Pupils' limited experiences impacts on their vocabulary and understanding.
4	Attendance for PP compared to non PP children has been lower nationally since the pandemic. Poor attendance reduces children's school hours which can result in them falling behind.

5	A proportion of disadvantaged pupils have other barriers to learning; some may have financial deprivation or housing complications; parental engagement is poorer with less parents attending workshops, parent meetings or communicating with teachers. This can result in children not having the correct equipment/uniform or being unable to attend clubs and trips. This can cause disengagement in learning time due to not having their basic needs met.
6	There has been an increase in identified SEMH needs in schools nationally. Social and emotional barriers can have lifelong impact resulting in low self-esteem and/or low aspirations for themselves. This can also result in low level behaviours and disengagement in 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
Disadvantaged groups to make accelerated progress in Reading, Writing and Maths by the end of KS1	Pupils eligible for PP funding will meet or exceed national outcomes for non-disadvantaged students. The in-school gap between disadvantaged and non-disadvantaged will be narrowed. Any barriers to learning will be addressed and appropriate and purposeful interventions will be put in place.
Improvements in oral language development	School wide improvements on improving oral language and improvements to language interventions made. Children will make accelerated progress in all other areas of learning, helping to reduce the attainment gap between advantaged and disadvantaged groups.
Improved Attendance for disadvantaged learners	Gap between attendance of disadvantaged pupils and all pupils will be reduced; reasonable adjustments have been made to ensure disadvantaged children arrive at school on time; appropriate support has been put in place to ensure disadvantaged children are able to attend.
Barriers to learning are identified and removed for all disadvantaged groups	Any barriers to learning will be identified and appropriate support put in place to ensure disadvantage groups are able to make progress and succeed. This may be in the form of financial, emotional, social, mental health support or improving parental engagement for disadvantaged groups.



## 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: £1479









Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Developing High Quality teaching, assessment, and a curriculum that responds to the needs of the pupils</b></p> <p>Quality First Teaching to be good or better in all classrooms. Improvements to be made through:</p> <ul style="list-style-type: none"> <li>-Improving Maths teaching and number fluency through the implementation of Mastery Number</li> <li>- Curriculum CPD delivered by school leaders and/or outside specialists including, RWI, Drawing Club</li> <li>- P2P Network Group, sharing best practice</li> </ul>	<p>EEF states that <i>'Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment'</i></p> <p><b>Early numeracy approaches</b>  <small>Very high impact for very low cost based on limited evidence.</small></p>  <p><b>Phonics</b>  <small>High impact for very low cost based on very extensive evidence.</small></p> 	<p>1, 3, 6</p>
<p><b>Mentoring and Coaching</b></p> <p>-Instructional Coaching Model for all staff delivered by SLT ensures quality first teaching will be good or better in all classrooms</p>	<p>We want to improve all pupils' access to Quality First Teaching through effective support and development for all teachers, recognising that <i>'the quality of teaching is the most powerful school level influence on student outcomes'</i> (Muijs &amp; Reynolds 2011).</p> <p><i>According to the Great Teaching Toolkit, 'Our starting point for this 'curriculum' is to identify the elements of great teaching that come out of existing research and then to investigate the process of trying to get better at each of them in isolation.'</i> (<a href="#">Coe et al, 2020</a>)</p>	<p>3, 6</p>
<p><b>PD on Evidence Based Approaches</b></p> <p>- Ongoing CPD projects on Cognitive Science Approaches and</p>	<p>According to EEF, 'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may</p>	<p>1, 3, 6</p>

<p>implementation in the curriculum (spaced learning, retrieval practice, interleaving)</p> <p>- REACH to Teach standards projects e.g. improving talk partners, AFL strategies</p>	<p>affect their school experience and learning later in their school lives’.</p> <p>‘Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles’ (<a href="#">EEF, July 2021</a>)</p> <p>Continuing CPD will link to our REACH to Teach Standards through our coaching model, where areas can be pinpointed to improve teachers performance. <i>According to the Great Teaching Toolkit, ‘Our starting point for this ‘curriculum’ is to identify the elements of great teaching that come out of existing research and then to investigate the process of trying to get better at each of them in isolation.’</i> (<a href="#">Coe et al, 2020</a>)</p> 	
<p><b>Supporting pupils SEMH needs &amp; Behaviour Needs</b></p> <p>Preparation Skills to be reviewed and research to begin in developing these to be more focused and embedded into the curriculum. A whole school approach will ensure our learners have the skills in order to be successful, continuous learners.</p>	<p>EEF states that ‘Metacognition and self-regulation approaches aim to help pupils to think about their own learning more explicitly; often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task’</p> 	3, 6
<p><b>Recruitment and Retention</b></p> <ul style="list-style-type: none"> <li>- 3 x Unpaid Days per year for staff</li> <li>- Staff wellbeing being high agenda item</li> <li>- Mental Health Lead (for staff)</li> </ul>	<p>The DfE Report <a href="#">‘Improving Workload and Wellbeing in Staff’</a> states <i>‘Placing staff wellbeing at the centre of everything you do will have a positive impact on all aspects of school life’</i></p> <p>Using funding to support teacher wellbeing will have a positive impact on their ability to support learners within school.</p>	3, 6

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

Budgeted cost: £27,893

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>One to one and Small Group Tuition</b>	EEF states that ‘Evidence indicates that one to one tuition can be effective, delivering approximately 5 additional months progress on average. Results from studies are consistent and strong,	3, 5, 6

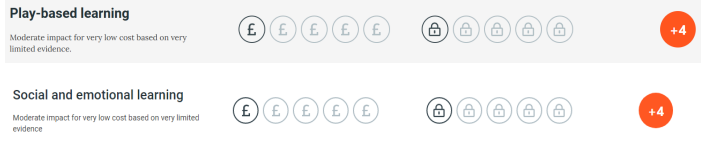


<p>1:1 and Small Group Tuition for disadvantaged pupils with academic barriers</p> <p>12 PP children per week across KS1, flexible offer ensuring all PP children have the opportunity throughout the year to have tutoring sessions</p>	<p>particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive'</p> <p>EEF 'on average, pupils make 2 additional years from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to 3 months additional progress. There are also often wider benefits for low-income students such as increased attendance at school, improved behaviour and better relationships with peers'</p> <p>Children have been identified using data analysis alongside identifying barriers to learning. KS1 children have been selected for tutoring sessions that focus on reading, writing and maths.</p> <div data-bbox="571 869 1220 1075"> <p><b>One to one tuition</b> Moderate impact for high cost, based on extensive evidence.   <b>+5</b></p> <p><b>Small group tuition</b> Moderate impact for moderate cost, based on limited evidence.   <b>+4</b></p> <p><b>Extending school time</b> Moderate impact for moderate cost based on limited evidence   <b>+3</b></p> </div>	
<p><b><i>Intervention to support language development, literacy and numeracy</i></b></p> <p>Oral language intervention in EYFS delivered by SENCo &amp; EYFS Lead</p> <ul style="list-style-type: none"> <li>- Wellcomm Screen &amp; Intervention</li> <li>- Use of Verbo strategies (training delivered by Head of Therapeutic Services at LA) for children on pre-SEN support</li> <li>- Linked SALT working with identified children</li> <li>- SALTA intervention delivered to identified disadvantaged children, alongside staff members</li> </ul>	<p>Wellcomm has been independently evaluated and shown to be effective in other schools. The EEF toolkit indicates studies of oral language interventions consistently show positive benefits of learning.</p> <div data-bbox="571 1310 1236 1377"> <p><b>Oral language interventions</b> Very high impact for very low cost based on extensive evidence   <b>+6</b></p> </div>	<p>1, 2, 3</p>

<p><b>Intervention to support language development, literacy and numeracy</b></p> <p>Additional interventions for KS1 PP children delivered by experienced unqualified teachers, HLTAs or LSAs on a 1:1 or small group basis targeting reading (phonics), writing &amp; maths.</p> <p>Additional Reads for PP children by class teachers, SLT, parents ensuring reading happens in school a minimum of 3 x weekly</p>	<p>This provision enables us to ensure that pupils not on track to achieve the expected standards in early reading in Year 1 are supported; and those with phonics gaps in Year 2 are also supported.</p> <p><b>Feedback</b> High impact for very low cost, based on moderate evidence. </p> <p><b>One to one tuition</b> Moderate impact for high cost, based on extensive evidence. </p> <p><b>Small group tuition</b> Moderate impact for moderate cost, based on limited evidence. </p> <p><b>Teaching Assistant Interventions</b> Moderate impact for moderate cost based on moderate evidence. </p> <p><b>Phonics</b> High impact for very low cost based on very extensive evidence. </p>	1, 3
<p><b>Intervention to support language development, literacy and numeracy</b></p> <p>HLTA/LSA to support PP and disadvantaged children in class during morning sessions</p>	<p>Targeted teaching/ HLTA staff will be able to target individual needs in the quality teaching session to support progress in core subjects. Feedback can be given to pupils in the moment to support and develop their learning</p> <p><b>Feedback</b> High impact for very low cost, based on moderate evidence. </p>	1, 3, 6

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

Budgeted cost: £5473

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Supporting pupils SEMH needs &amp; Behaviour Needs</b></p> <p>Intervention and support for identified children requiring SEMH support</p> <ul style="list-style-type: none"> <li>- Learning Mentor</li> <li>- Counsellor</li> <li>- ELSA trained staff</li> <li>- Sulp groups</li> <li>- Confidence &amp; Self-Esteem strategies</li> <li>- Zones of Regulation</li> </ul>	<p>EEF states 'SEL interventions are almost always perceived to improve emotional or attitudinal outcomes'</p> <p>EEF Early Years Toolkit goes on to say 'Helping young children to talk and think about their own actions and behaviours is likely to help them with not just their learning and social interactions in early years settings but may have a lasting positive impact on later learning at school'</p> <p><b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence. </p> <p><b>Self-regulation strategies</b> Moderate impact for very low cost based on very limited evidence. </p>	1, 6
<p><b>Supporting pupils SEMH needs &amp; Behaviour Needs</b></p> <p>Continue to embed a whole school approach to wellbeing and PSHE, and a</p>	<p>According to the <a href="#">EEF Improving Behaviour</a> in school guidance (2019), suggests 6 recommendations which all support a Relational Approach to Behaviour approach</p> <p>EEF states social and emotional learning is best supported when 'approaches are embedded into</p>	6

<p>relational approach to behaviour</p> <ul style="list-style-type: none"> <li>- mindfulness activities</li> <li>- soft starts</li> <li>- relationships</li> <li>- transition project, promoting play to ensure children feel safe, settled and can build relationships</li> <li>- Zones of Regulation</li> <li>- ongoing OPAL project</li> </ul>	<p>routine educational practices and supported by professional development and training for staff. Social and emotional skills are essential for children’s development– they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways’</p>  <p><b>Play-based learning</b> Moderate impact for very low cost based on very limited evidence. £ £ £ £ £ £ £ £ £ £ +4</p> <p><b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence. £ £ £ £ £ £ £ £ £ £ +4</p>	
<p><b>Supporting attendance</b></p> <p>Attendance Officer to analyse attendance and embed principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.</p> <p>Support to include:</p> <ul style="list-style-type: none"> <li>- working with the LA</li> <li>- attendance awards</li> <li>- reminders on newsletter</li> <li>- communication with parents</li> <li>- TAF meetings and Level 2 support</li> <li>- Using wider services for persistent absences</li> </ul>	<p>We can’t improve attainment for children if they aren’t actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>4, 5</p>
<p><b>Extra Curricular, Parental Engagement</b></p> <p>Menu of Opportunity – parents to be actively involved in spending PP funding from a selection of approved quality resources and experiences e.g. reading books for home, music lessons, trips out</p>	<p>EEF states that ‘By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading’</p>  <p><b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence. £ £ £ £ £ £ £ £ £ £ +4</p>	<p>2, 5</p>
<p><b>Extra Curricular, Parental Engagement</b></p> <p>-50% subsidised trips for all pupils entitled to PP funding</p> <p>-1 free club termly</p>	<p>Subsidies allow disadvantaged pupils to engage in a richer curriculum experience and the financial barrier is removed. This in turn ensures inclusive opportunities, improves cultural capital and removes barriers to learning which will support children to learn.</p>  <p><b>Extending school time</b> Moderate impact for moderate cost based on limited evidence. £ £ £ £ £ £ £ £ £ £ +3</p>	<p>2, 5</p>

<p><b>Supporting Parents</b></p> <p>Financial Support for PP families e.g.:</p> <ul style="list-style-type: none"> <li>- Free uniform, shoes</li> <li>- Free Head Lice medicine</li> <li>- Food parcels, food bank vouchers</li> <li>- HAF codes</li> <li>- Subsidy for lunchtime club at nursery and Free snack</li> </ul>	<p>Subsidies allow disadvantaged pupils to engage in a richer curriculum experience and the financial barrier is removed.</p> <div data-bbox="571 264 1235 322"> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence.</p> </div>	<p>5</p>
<p><b>Supporting Parents</b></p> <p>Level 2 parenting support including:</p> <ul style="list-style-type: none"> <li>- Behaviour support</li> <li>- Referral to courses</li> <li>- TAF meetings</li> <li>- Referrals to outside agencies</li> <li>- School nurse drop ins</li> <li>- EAL networking group</li> </ul>	<p>EEF states that 'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading'</p> <div data-bbox="571 837 1235 896"> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence.</p> </div>	<p>5, 6</p>

**Total budgeted cost: £34, 845**

## 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.

Although not fully funded by the strategy, weekly CPD provided to teachers and the quality of ongoing support from leaders is supporting sustained improvements in teaching and learning, and increasing collective teacher efficacy. All teaching is at least good or outstanding. Leaders constantly review and reflect on CPD needs and ensure it is relevant and has a direct impact on pupil outcomes.

There is greater consistency across classes in teaching and learning approaches. The embedding of the Relational (Behaviour) approach alongside REACH to Teach standards have ensured greater consistency across classes in areas of teaching and learning. The launch of Zones of Regulation has given staff and children consistent language to begin exploring and expressing their emotions. Whole School Elkan training has provided staff with a better understanding of language development, consistent strategies and language as well as raising the profile of vocabulary development across school.

Outcome	Impact of Strategies towards outcomes
<p>Disadvantaged groups to make accelerated progress in Reading, Writing and Maths by the end of KS1</p> <p>Barriers to learning are identified and removed for all disadvantaged groups</p>	<p>A significant proportion of our disadvantaged pupils continue to present with additional needs, with 43% of Pupil Premium children in Year 2 also identified as having SEND. This remains a notable trend within the school.</p> <p>In response, we have strengthened our provision for pupils with SEMH needs. Key developments this year include the establishment of dedicated regulation spaces, the implementation of the Zones of Regulation, the introduction of sensory circuits and additional targeted staff training focused on specific SEMH needs.</p> <p>These strategies have begun to improve pupils' readiness to learn and their ability to regulate emotions. Further development of SEMH provision will remain a priority, with continued exploration and investment in staff CPD planned for the next academic year.</p> <p><b>End of KS1 and Phonics Outcomes (Evaluation)</b></p> <p>Outcomes for disadvantaged pupils at the end of KS1 show strong improvement across reading, writing, and maths, alongside positive progress trends and strengthened early phonics provision.</p> <p><b>Attainment at End of KS1</b></p>

	<ul style="list-style-type: none"> <li>• Reading: 71% of Pupil Premium pupils achieved the expected standard (86% for all pupils), a significant increase from 47% working at the expected standard last year (83% for all pupils). The gap between PP and non-PP has reduced from 36% to 15%.</li> <li>• Writing: 57% achieved the expected standard (75% for all pupils), up from 40% working at the expected standard last year (74% for all pupils). The gap between PP and non-PP has reduced from 34% to 18%.</li> <li>• Maths: 71% achieved the expected standard (84% for all pupils), rising from 47% last year (79% for all pupils). The gap between PP and non-PP has reduced from 32% to 13%.</li> </ul> <p><b>Progress</b> All Pupil Premium pupils made at least expected progress in reading, writing, and maths. Additionally, 29% exceeded expectations in reading, 43% in writing, and 29% in maths, indicating accelerated progress for a substantial proportion of disadvantaged pupils.</p> <p><b>Phonics Outcomes</b></p> <ul style="list-style-type: none"> <li>• Year 2: Only one Pupil Premium pupil did not pass the phonics screening check.</li> <li>• Year 1: 75% of Pupil Premium pupils passed the phonics screening (compared with 86% of all pupils). Of the pupils who did not pass, one has complex learning needs and one was disapplied from the test.</li> </ul> <p><b>Tutoring Impact</b> Targeted tutoring for Pupil Premium pupils was successful this year. All selected pupils took up the offer (30 children in total, including PP and other vulnerable groups), with good attendance for the majority. The more flexible model allowed a greater number of pupils to access support than originally planned. Notably, all participating Pupil Premium pupils in Year 1 passed the phonics screening, except for one child who joined school with no English. Teachers have reported improved learning behaviours, including concentration, confidence, and engagement, which will be essential in sustaining future progress.</p>
Improvements in oral language development	<p><b>Early Years Foundation Stage (EYFS) – Language and Early Literacy (Evaluation)</b></p> <p>The Wellcomm Screening Tool continued to be used effectively across EYFS this year, enabling staff to identify specific areas of language need and provide more targeted support. Screening outcomes allowed teachers to deliver focused vocabulary-building activities, strengthen pupils’ understanding of instructions, and implement Wellcomm-based interventions for identified learners through both whole-class strategies and small-group sessions.</p> <p>Initial assessments in the autumn term showed that 90% of Pupil Premium learners were significantly below age-related expectations in communication and language. In response, targeted Wellcomm intervention was delivered consistently, and referrals to external speech</p>

	<p>and language services were made where appropriate.</p> <p>By the end of EYFS, outcomes showed improvement: 40% of Pupil Premium pupils achieved the expected standard in Communication and Language, and 50% met the expected standard in reading. These results reflect the impact of early intervention, improved language provision, and targeted support throughout the year.</p>
Improved Attendance for Disadvantaged Groups	<p><b>Attendance (Evaluation)</b></p> <p>Pupil Premium attendance for July 2025 was 92.39%, compared with 95.85% for all pupils. Although this represents a 3% decrease from last year's Pupil Premium attendance figure, the drop is largely attributable to one pupil who is on a modified learning plan and awaiting a specialist placement as has been agreed by the local authority, significantly impacting the overall percentage.</p> <p>Across the year, Pupil Premium attendance showed steady improvement, rising from 89.48% in the autumn term. This progress reflects the impact of robust attendance support delivered by the attendance officer and pastoral team. Additional guidance was also sought from STT to address the attendance of the pupil on the modified learning plan, ensuring tailored strategies were put in place to support her specific needs.</p>

### Other Approaches and Their Impact (Evaluation)

Engagement in enrichment remained strong this year, with 94% of Pupil Premium pupils attending at least one extracurricular club, all funded by the school. This high level of participation supports pupils' personal development, confidence and sense of belonging.

Pastoral support for vulnerable families continues to be a significant strength of the school. Robust safeguarding procedures and regular multi-agency meetings ensure swift identification of need and timely implementation of support. Throughout the year, families benefited from a wide range of assistance, including food vouchers, food and hygiene hampers, free uniform and shoes, enrichment opportunities, emotional support from the Family Liaison Officer, welfare calls and home visits. The school's Level 2 provision has continued to strengthen, enabling more proactive and sustained support for families.

As a result, families report feeling well-supported, and pupils are better able to attend school, feel safe and make academic and emotional progress when their wider needs are addressed effectively.

## 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
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N/A

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<i>There are no eligible pupils for Service Pupil Premium at Chalkwell Infants</i>
What was the impact of that spending on service pupil premium eligible pupils?	