

Chadsmead Primary Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

Applications for Free School Meals

Parents/carers wishing to apply for free school meals should contact the school office where you can complete an application form.

Further information can be located at: www.staffordshire.gov.uk/education/Educational-awards-benefits/FreeSchoolMeals/Overview.aspx

Applications can be made on line at www.staffordshire.gov.uk/Education/Educational-awards-benefits/FreeSchoolMeals/Apply-online.aspx

Infant aged children (those in Reception, Year 1 or Year 2) can receive free school meals even if they don't meet the entitlement criteria listed below. However, for every pupil registered with the council as eligible under the entitlement criteria, the school will receive additional funding called 'Pupil Premium' which we use to help raise achievement levels as stated below. Therefore, if you meet any of the entitlement criteria, have a child in Reception, Year 1 or Year 2 and have not applied for Free School Meals, it is imperative that you do so in order to obtain additional funding for your child's school.

Entitlement criteria is -

- Income Support
- Income Based Job Seekers Allowance.
- Income Related Employment and Support Allowance.
- eligible for Child Tax Credit **but not** Working Tax Credit and the household income is not more than £16,190.
- The guaranteed element of State Pension Credit
- Support under part VI of the Immigration and Asylum Act 1999
- In receipt of the 4-week run on of working tax credit
- Universal credit

Criteria can be found at:

- www.staffordshire.gov.uk/Education/Educational-awards-benefits/Free-SchoolMeals/Q001.aspx

School overview

Detail	Data
School name	Chadsmead Primary Academy
Number of pupils in school	215 Pupils Jan 2024 197 Pupils Sept 2024
Proportion (%) of pupil premium eligible pupils	2022 - 2023 = 102 Pupils (41%) 2023 - 2024 = 84 Pupils (39%) 2024 – 2025 = 72 Pupils (37%)
Academic year/years that our current pupil premium strategy plan covers	2022 – 2023 2023 – 2024 ✓ 2024 – 2025
Date this statement was published	September 2022
Date this statement has been updated	September 2024
Date on which it will be reviewed	Termly
Statement authorised by Head teacher	Mrs G Grainger
Pupil premium lead / champion	Mrs H Cadman
Governor / Trustee lead	Mrs S Snashall.

Funding overview

Year 1: Detail (2022 – 2023)	Amount
Pupil Premium funding allocation last academic year	£110,874.00
Recovery Premium funding allocated last academic year	£11,745.00
Pupil premium funding carried forward from previous years	None
Total budget for this academic year	£122,619.00
Year 2: Detail (2023 – 2024)	
Pupil Premium funding allocation this academic year	£123,292.80
Recovery Premium funding allocated this academic year	£12,905
Pupil premium funding carried forward from previous years	None
Total budget for this academic year	£136,197.80
Year 3: Detail (2024 – 2025)	
Pupil Premium funding allocation next academic year	£121,457.43
Recovery Premium funding allocated next academic year	None
Pupil premium funding carried forward next previous years	None
Total budget for this academic year	£121,457.43

Part A: Pupil Premium Strategy Plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- All of our children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides across the curriculum.
- All pupils have access to high quality teaching and should when they require it additional targeted support and or intervention.
- All pupils, irrespective of being at a disadvantage or not, engage in all aspects of the school's life and are treated fairly and equally.
- Pupils in receipt of pupil premium are prioritised in the allocation of increased levels of support in areas of identified need.
- It is important to take a 'long term view' to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Appropriate provision is made for pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups to address identified gaps in learning, cultural capital and life experiences.
- Pupil premium spending is allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- Our Pupil Premium funding is spent in a wide and imaginative variety of ways, to benefit the wide variety of interests and needs of our children.
- Our Pupil Premium funding is spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available.

What are the key principles of your strategy plan?

- Pupil's needs are targeted and met to ensure the most effective progress can be made and attainment achieved for an individual pupil.
- Pupil's emotional wellbeing need are met as well as any social and emotional needs are addressed through school support systems supported by pupil premium funding allocations.
- Pupil's life experiences are enriched because of attending Chadsmead in order that they are aware of the world around them and develop high aspirations for their future selves.
- We are aware that pupils who receive free school meals are not necessarily socially disadvantaged or making inadequate progress.
- We are aware that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Effectiveness of Pupil Premium money will be measured through:

- Termly analysis of pupil attainment and progress results overtime
- Evidence from monitoring within school including book scans, learning walks and pupil progress meetings.
- Pupil voice & feedback from learning experiences.
- Impact of intervention programmes at termly review points.
- Impact of Professional Development training on staff and its impact on children
- Termly tracking of PP children – Pupil Passports & Graduated Response

Our school Pupil Premium Champion is Mrs Helen Cadman (SENCO)

Our Governor Pupil Premium Champion is Ms Snashall (Governor)

Challenges

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

Challenge number	Detail of challenge
1	Our assessments indicate lower levels of academic attainment and progress of some identified disadvantaged children in phonics, reading, writing and maths.
2	Our assessments, observations and discussions with pupils have found that low levels of Speech and Language development exist for a large proportion of disadvantaged children on entry and in key stage 1, which can impact on children's understanding of vocabulary.
3	Discussion with pupils and internal analysis of our redesigned curriculum has identified that there is room for development with regard to the cultural experiences / opportunities experienced by some disadvantaged children that may result in lower levels of expected achievement and self –resilience.
4	Discussions with families of disadvantaged children and lower levels of attendance at parental workshops and information sessions have indicated that there is a need to support learning for some identified disadvantaged pupil's life experiences, hopes and dreams including their exposure to technology.
5	Our attendance data indicates those who are Pupil Premium and have repeatedly not met the 96% threshold / persistently absent (despite the rewards that children receive through the school's celebration systems to ensure that all children are valued and received praise and rewards throughout their time at school for hard work and the school values) indicate that their absenteeism negatively impacts on their progress.

Intended outcome.

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
Challenge 1: The attainment and progress of children in phonics, reading, writing and maths. PP Challenge 1: Attainment in Core Subjects SIP:	- Formal monitoring and assessment will identify gaps in learning for all PP children through strategic assessment points in the year and acted upon through pupil progress meetings enabling the identification of any PP children requiring further support or intervention to aid their academic progress. - The gap will be closed between PP children's attainment in phonics, reading, writing and maths when compared to non-PP children over time. - The progress outcomes of PP children term on term will match the previous term's at least or be better.
Challenge 2: Levels of language acquisition / speech and language communication needs PP Challenge 2: SLCN Acquisition and Development	- Levels of language acquisition will be improved through formal diagnostic assessment; additional SCLN checklists and formal SALT Speech and Language assessments for identified pupils. - Formal monitoring and assessment will identify gaps in learning for all PP children through regular planned assessment points enabling the identification of PP children requiring further support or intervention to aid their speech and language acquisition. - The gap will be closed between PP child's starting points and expected levels of acquisition for Early Years - Oracy skills will be developed across the whole school in order to support and develop all children's speaking, listening and communication skills.
Challenge 3: Additional cultural & life experiences PP Challenge 3: Cultural and Life Experiences	- All PP children will attend educational visits, visitors and experiences that enhance the curriculum. - All PP children will have the same opportunities as non-PP children to access the range of extra-curricular clubs on offer. - There will be an increased number of PP children attending extra-curricular clubs.
Challenge 4: Parental Engagement PP Challenge 4: Parental Engagement	- There will be higher levels of PP parental engagement through a range of meetings, workshops, events, support opportunities and community-based experiences that involve parents in their child's learning journey. - There will be technology access for parents/carers within school should parents/carers be unable to access online information relating to school information. - Improved communication systems with parents through an up-to-date website, weekly newsletter and easily accessible communication app (MyEd)
Challenge 5: Improve attendance of identified vulnerable children.	Sustained / Improved levels of attendance demonstrated by: rigorous tracking and monitoring of attendance and reasons for absences,

PP Challenge 5 Attendance	• Continuing to identify, obtain and record reasons given for all absences and act upon those which are not appropriate reasons for absence. • Ensuring where possible that all children achieve more than 96% attendance using the DFE hub and Trust advice and guidance. • Continuous praise and reward of success through the school's celebration systems. • Continued signposting of parents and children to support services to support any underlying causes / reasons for absence that cannot be addressed within school. Clear systems and procedures in school – termly letters to parents
--------------------------------------	--

Activity in this Academic Year 2024 - 2025

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: **Approx £ 46,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review and update
Development of the embedded Maths Mastery approach	- High quality teaching of Maths mastery approaches to all children across school through a broad and balanced, Knowledge based maths curriculum - All children provided with arithmetic starter activity within lesson to address any gaps in learning. - All maths lessons adapted where necessary so that children meet the objective set through adaptive teaching. - Additional targeted support for children working below ARE within QFT and targeted intervention in addition to the lesson - Development of the knowledge-based curriculum that can respond to pupil need EEF Toolkit Within Class Attainment grouping + 2 months	Challenge 1	<u>July 2025</u> EYFS PP Maths - Baseline = 50% - Outcomes = 67% - Two thirds of all EYFS PP children met GLD expectations in Maths KS1 PP Maths Outcomes - Outcomes = 43% Y4 PP Multiplication check - Outcomes = 44% KS2 PP Maths Outcomes - Outcomes = 45% KS2 Maths Outcome overall = 78% of the whole school population are working at or above expected levels of reading for their year group. Continuous development of maths across school throughout the year has shown that talk tasks have influenced the bigger focus of oracy across school. Application challenges are in place for all and scaffolded tasks to support children where required are in place. Additional maths mastery & TTRS training has enabled a developed understanding to deliver the curriculum & benefit pupil outcomes and staff expertise.
Continued use of the Read Write Inc Phonics Programme	- High quality teaching of structured synthetic phonics approach (Read Write Inc) to all children requiring Phonic teaching. - All classes from Nursery to Year 2 follow the RWInc Phonics Programme. - Intervention Programme / small group support for LKS2. - Fresh Start Programme run for UKS2: - Whole class reading approach taught from Year 2 upwards for those children meeting ARE / secure phonic knowledge using a VIPER approach to learning reading skills. - Professional development to support the implementation and mentoring of others to effectively deliver RWINc Phonics programme and feedback.	Challenge 1	<u>July 2025</u> EYFS PP Word Reading - Baseline = 50% - Outcomes = 67% - Two thirds of all EYFS PP children met GLD expectations in Phonics Y1 PP Phonics Outcomes - PP Children 80% 4/5 of all PP children met the expected outcomes for phonics in Y1. KS1 PP Reading Outcomes - PP Children = 64%

	EEF Toolkit Within Class Attainment grouping + 2 months EEF Toolkit Phonics +5 months		- Just over 3/5 of all PP children met the expected outcomes for reading in Y2. KS1 Reading Overall = 67% - KS1: 5 RWINC Groups and 2 Whole Class Reading Groups. - Reading Intervention LKS2: x6 Year 3 pupils and no Year 4 / Year 5 pupils - Reading Intervention UKS2 - No fresh start group required Additional Read Write Inc training has enabled a developed understanding to deliver the curriculum & benefit pupil outcomes and staff expertise.
Continued use of Accelerated Reader Reading Systems	- High quality teaching of a whole class reading approach to all children across school through a broad and balanced , reading curriculum. - All classes from Year 2 to Year 6 follow QFT whole class reading. - All pupils once their phonic knowledge is secure are included in the Accelerated Reader Programme - Key learning includes learning new vocabulary, how to infer meaning from context; prediction, retrieval skills, summary skills - Development of high-quality teaching of reading to support the VIPER reading approach through whole class teaching of reading. - Use of Accelerated Reader to support diagnostic assessment of reading EEF Toolkit Within Class Attainment grouping + 2 months	Challenge 1	July 2025 KS1 PP Reading Outcomes - Outcomes = 64% KS1 Reading Overall = 67% 18 out of 24 (75%) Year 2 Children are attending WCR groups along with 5 out of 17 (29%) Year 1 children KS2 PP Reading Outcomes - Outcomes = 55% KS2 Reading Outcome = 78% of the whole school population are working at or above expected levels of reading for their year group. Regular reading assessments every six weeks enable up to date knowledge of reading and progress made by children. Books continue to be matched to children's ability and parents can access resources at home to help establish book suitability levels. New online AR website has enabled greater data management to analyse reading outcomes and inform staff for their teaching.
Continuation of the NELI Programme / Welcome Program	- Nursery and Reception Classes undertake SCLN Focused teaching and learning including the NELI / Welcom Programme: - Additional support is provided through external advice from NHS speech and Language therapy when assessments are undertaken for those children significantly below. - Support and mentoring for EYFS staff to deliver the approach EEF Toolkit Within Class Attainment grouping + 2 months	Challenge 1, 2	July 2025 - YN - 4 out of 23 (17%) & YR - 6 out of 22 (27%) children receive additional support for SLCN needs in addition to the curriculum input through Neli & Welcom 22% of children in EYFS are now known to the Speech and Language service as a result of our WELCOM/Neli work & SEND identification processes in school Speech and Language Programmes in place continue to address individual needs that are shown through positive assessment outcomes. All children finished the program by the end of the academic year. Baseline data showed this programme had been successful from start to finish Additional SLCN training from SALT Team, EYFS SENCO, school SENCO or direct instruction in school has benefitted outcomes and staff expertise.

Further development of the Whole School Oracy Project	- All classes from EYFS to Year 6 will embed oracy skills and storytelling through lessons promoting high quality dialogue in classrooms - Pre tutoring of subject specific vocabulary is a key feature of every lesson. - QFT expectations ensure speaking is in sentences. - Children are encouraged to develop their skills and confidence to reading aloud through whole class texts providing a language rich curriculum. - Mentoring of teachers to support and implement the whole school approach. EEF Toolkit's Oral Language Interventions + 5 months	Challenge 2	<u>July 2025</u> Initiatives within school have enabled oracy to become central to school expectations through whole school speaking expectations, early years poetry basket programme, suave word of the week in assembly/writing, and writing assessment training for staff School continues to promote good literacy and oracy standards of expectations. Children are becoming more confident at speaking and are developing a better understanding of sentence structure. Children are providing verbal answers in more detail and children's ability to articulate their answers is becoming more noticeable. Additional Talking before Words training has enabled a developed understanding to deliver the curriculum & benefit pupil outcomes and staff expertise.
Continuation of Nursery Provision	- Recruitment and retention of staffing to maintain provision in for Nursery aged children. 2 staff - Provision is open from aged 2 onwards allowing early identification of need prior to Reception. - Intakes occur at different points during the year encouraging parents to bring children to the EYFS setting from this age onwards: EEF Toolkit Within Class Attainment grouping + 2 months	Challenge 1, 2, 3	<u>July 2025</u> Continuation of Nursery provision through this academic year. Continued staffing of the nursery provision has continued this year = + £40,000 Additional support through Early Years SENCO and Early Years Forum has been obtained to help advice regarding provision of needs. 23 children attended the Sapling's provision during the academic year, including 7 children joining in the spring term intake EY advisors and CAT Leaders continue to monitor and support Nursery and EYFS development. School is preparing to extend its nursery provision through the opening of a 2-year-old provision in autumn 2025.
Development of Whole school Writing	- High quality teaching of a structured, progressively planned writing approach to all children across school through a broad and balanced curriculum - CPD – fine motor and handwriting development INSET in order to embed a whole school approach to letter formation and fluency - Implementation of strategies for the explicit teaching of spelling – whole school spelling scheme and agreed methodology for teaching and rehearsing - Bi-annual whole school spelling assessment (SWST) and analysis alongside embedded summative assessment and formative assessment - Embedding of the writing process: planning, drafting, revising, editing. - Further development of Writing moderation, writing progression across the curriculum and use of live marking to develop teacher awareness and pupil awareness of outcomes through assessed writing		<u>July 2025</u> EYFS PP Writing Outcomes - Outcomes = 67% KS1 PP Writing Outcomes - Outcomes = 57% KS2 PP Writing Outcomes - Outcomes = 55% KS2 PP VGPS Outcomes - Outcomes = 55% KS2 Writing Outcome overall = 78% of the whole school population are working at or above expected levels of reading for their year group. Clear expectations have been established for each year group in writing & handwriting, and the identification of gaps have led to further improvements across all year groups. Changes in timetabling and the teaching of writing / handwriting

	- Drafting, editing and improving development – agreed whole school methodology along with greater focus on modelling and use of visualisers for writing, enabling work to be shared. - Additional teacher in class to provide high quality in class support in writing in KS2 daily EEF Improving literacy in KS1 EEF Improving Literacy in KS2		and assessments show success through regular book -looks, pupil voice and teacher voice. Staff training on writing / handwriting development, sentence types and practical support strategies have enabled staff to feel more confidence in their classroom adjustments alongside their ability to teach writing.
--	--	--	---

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

Budgeted cost: **Approx. £ 60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review and update
Continuation of Targeted Support – Phonics	- Small Read Write Inc groupings across EYFS & Key stage one that systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. - Year 3 and 4 pupils requiring input to secure phonics are included in the Read Write Inc small group sessions. - Year 5 and Year 6 pupils requiring input to secure phonics are included Fresh Start. - TA deployment to support quality first teaching in the classroom and the delivery of phonics catch up. - Teacher feedback to children about their phonics EEF Toolkit Phonics + 5 months EEF Toolkit small group tuition + 4 months EEF Toolkit Feedback +6 months EEF Teaching Assistant Interventions + 4 months EEF Improving literacy in KS1	Challenge 1	July 2025 By the end of the year YR children are included in groups: - X5 children (red group) - X12 children (purple group) - X6 children (pink group) - X12 children (yellow group) - X6 children (blue group) - X13 children (grey group) - X14 children (whole class reading) A greater number of children passed the phonics screening this academic year than previously. SEND pupils are making better progress than before. Less children are entering KS2 with reading as a target for support. TA Deployment has enabled smaller groups to continue to exist ensuring small group tuition Additional RWINC 1 to 1 intervention training has enabled a developed understanding to deliver the curriculum & benefit pupil outcomes and staff expertise.
Continuation of Targeted Support - Reading	- Accelerated Reader programme across Y2 – Y6 & Subscriptions - Targeted reading support in class & through intervention and use of structured questioning - Pupil Progress groups focus on fluency, comprehension, or vocabulary. (reading resources) - Before school reading intervention for KS2 1:1 reading support including precision teaching - TA/Teacher deployment to support quality first teaching in	Challenge 1	July 2025 Data outcomes see previous sections above Greater numbers of lower ability pupils are making better progress than previously. Children are more confident as readers and engage in whole class reading / pleasure for reading more. Willingness to read for pleasure has increased across school Before school reading interventions for Y3 children significantly closed the gap enabling better access into whole class reading transition Precision teaching in Y3 helped to close the gap, enabling children to read Y1 and Y2 Common Exception words and High Frequency words previously not learnt.

	the classroom and the delivery of reading - Teacher feedback to pupils about their reading - National Tutoring Programme (NTP) to provide small group tuition in writing for identified groups (2023 – 2024). EEF Toolkit Individualised Instruction + 4 months EEF Toolkit Reading comprehension + 6 months EEF Toolkit's Oral Language Interventions + 5 months EEF Toolkit small group tuition + 4 months EEF Toolkit Extending school time + 3 months EEF Toolkit One to one Tuition + 5 months EEF Toolkit Feedback +6 months EEF Teaching Assistant Interventions + 4 months EEF Improving literacy in KS1 EEF Improving Literacy in KS2		Targeted support with reading fluency in before school groups improved confidence in class and curriculum access, enabling 1 to 1 feedback Additional rreading training via local hub networks has enabled a developed understanding to deliver the curriculum & benefit pupil outcomes and staff expertise.
Continuation of Targeted Support – Maths	Recovery Funding – Tutoring Mastery Approach to teaching and learning including the development of using of manipulatives and visual representations to represent mathematical understanding. Pupil progress targeted arithmetic support. CPD for staff and development of Times table Rock Stars across school + Subscription costs EYFS Maths Subscription National Tutoring Programme (NTP) to provide small group tuition in writing for identified groups. (2022 – 2024) Before after/school maths intervention KS2 Teacher feedback to pupils about their maths through development & implementation of live marking TA deployment to support quality first teaching in the classroom where possible and the delivery of maths interventions – Clever Counting PPA and Year 6 staffing allows for reduced class sizes in some areas resulting in greater focused teaching and smaller teacher/pupil ratios.2022 -2024 Y6 maths teacher to support and deliver identified lessons across KS2 Development and use of online assessments to inform planning and teaching – GL Assessments EEF Toolkit: reducing Class Sizes +2 months EEF Toolkit small group tuition + 4 months EEF Toolkit Mastery Learning + 5 months EEF Toolkit Extending school time + 3 months	Challenge 1	July 2025 Data outcomes see previous sections above Mastery approach is embedded across school Maths intervention on a 1 to 1 and in small groups (Clever Counting) enabled gaps from lower year groups to be closed and increased confidence within maths lessons. Additional training for staff enabled greater understanding of TTRS functions and use in class, enabling greater use to support learning. Additional training for staff has enabled TAs and key class teachers to develop their practise in order to support children's learning and adapt classroom practise. Use of GL assessments is beginning to enable teachers to adapt their teaching and address gaps more accurately. Reduced class sizes did not occur due to staffing changes / absence Extended school time maths group supported Y6 targeted children to improve arithmetic score and exam preparation confidence. Maths meetings across school three times a week continue to enable staff to target key concepts of revision and address any smaller learning gaps Additional maths mastery & TTRS training has enabled a developed understanding to deliver the curriculum & benefit pupil outcomes and staff expertise.

	EEF Toolkit Feedback +6 months EEF Teaching Assistant Interventions + 4 months EEF Improving math in the early years and KS1 EEF Improving maths in KS2 and 3		
Continuation of Targeted Support – Writing	Recovery Funding – Tutoring Structured handwriting intervention groups; Pupil progress targeted writing composition support SpAG, Com Subscriptions for Y5 and Y6 Grammarsaurus Subscription National Tutoring Programme (NTP) to provide small group tuition in writing for identified groups. (2022 – 2024) Teacher feedback to pupils about their writing TA/Teacher deployment to support quality first teaching in the classroom and the delivery of writing interventions EEF Toolkit small group tuition + 4 months EEF Toolkit small group tuition + 4 months EEF Toolkit Feedback +6 months	Challenge 1	<u>July 2025</u> Data outcomes see previous sections above Spag.com and Grammarsaurus online subscription costs have enabled staff to be supported through relevant and up to date resources enabling their knowledge and lesson preparation to be accurate and up to date. Use of resource has built confidence in staff and pupils over time and alongside user of agreed TAFS for all year groups, expectations for Writing are much clearer resulting in clearer assessment for staff. Children’s continued use of turbo grids enables children’s self-assessment of writing ability National tutoring has not occurred this academic year / nor team teaching to reduce class sizes planned due to staff absence Additional Grammarsaurus training has enabled a developed understanding to deliver the curriculum & benefit pupil outcomes and staff expertise.
Targeted SCLN Communication support – Welcom & SPLT Programmes	NELi / Welcome used for learning and targeted in EYFS 1:1 SPLT programme training and delivery for individual children. Pupil Progress targeted for communication & play support. Whole School Oracy Focus Oracy Poetry Basket Funding: Resources and Training (EYFS) Flash Academy Subscriptions (EAL) TA deployment to support the delivery of SplT Programmes EEF Toolkit One to One tuition + 5 months; EEF Toolkit Within Class Attainment grouping + 2 months EEF Toolkit small group tuition + 4 months EEF Teaching Assistant Interventions + 4 months	Challenge 2	<u>July 2025</u> A greater number of children are known to SALT service with 18 children being known to the Speech and Language therapy service across school in July 2025 SLCN progress can be seen in daily 1 to 1 and small group interventions and assessments in EYFS in addition to the general confidence in children resulting from poetry basket programme. Continued SLCN staff observations as well as formal assessment outcomes of children have resulted in cohorts becoming more confident speakers. More focused use of tasks in EAL online subscription to Flash Academy is beginning to impact on results. All EAL children requiring intervention have attended before school sessions. Additional Talking Before Words training has enabled a developed understanding to deliver the curriculum & benefit pupil outcomes and staff expertise.

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

Budgeted cost: **Approx £ 20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Termly Review and update
Musical Instrument Tuition, Choir &	Music tuition subsidised for PP children.	Challenge 3	<u>July 2025</u> Chadsmead continuous to have a positive uptake of children engaging with musical tuition

Music Online access	Additional experiences relating to music / drama / dance. Choir before school: open to all. Sing Up Subscriptions Charanga Subscriptions Musical performances / Chadsmead's Got Talent EEF Toolkit Arts Participation + 3 months		and musical groups, attending musical events inside and outside of school. Children are able to voice their learning about music and musicians and show confidence in school performances. - Sing up is providing better rhythmic notation and composition information for children, ensuring continuity through singing assemblies each week. 100% of PP children attend curriculum music lessons & singing assemblies - Musical tuition remains available to all those in KS2 through paid weekly lessons should they wish to take up the offer. 19% of all PP children currently play a musical instrument taking advantage of a 50% subsidy on music tuition costs - Choir has remained free for all children wishing to attend before school: 23% of all PP children attend Choir before school - A100% of Y3 PP children have received fully funded brass tuition. - All Year 5 and Y6 children took part in Young Voices this academic year at the Arena in Birmingham: 71% of Y5 and Y6 PP children took part in Young Voices event with 43% of children taking part being PP children making use of subsidized travel arrangements £795.00 100% of Y3 children took part in ENTRUST Music Concert at the symphony Hall in Birmingham making use of subsidized travel arrangements £595.00 100% of PP children across school took part in performances during the year (Harvest, Christmas, Easter) 100% of PP children in Year 6 children took part in an end of year performance as well.
Online Safety / Technology	Online safety programme embedded within the computing curriculum. Additional online safety - EVOLVE Visualisers in classrooms I-pad access within each phase Computer room access to support learning	Challenge 3	<u>July 2025</u> Online safety continues to be embedded at the start of computing lessons through EVOLVE in addition to work undertaken through PSHE, Picture news and standalone activities. Children can explain how to stay safe online and more importantly can identify any issues where they have felt unsafe online (at home) and have been able to act in accordance with our teachings. Use of visualisers and IT in classroom has improved understanding of expectations and engagement.
Residential subsidy	Y6 Residential to Whitemoor Lakes EEF Toolkit Social and Emotional Learning + 2 months	Challenge 3	<u>July 2025</u> 100% of Y6 PP children received £100 subsidized supported for the annual Whitemoor lakes residential in Autumn 2024 61% of Y3 and Y4 PP children received subsidized support to an additional residential opportunity at Ingestre Hall during 2025. Additional arrangements were made to ensure full inclusion for both residential for those with significant medical needs and personal circumstances
Mentoring Programme	CAT – Growing Great People – Staff coaching Engage Youth mentoring weekly sessions with trained mentor within school are provided for identified children: Urban Saints Lunchtime club: social skills	Challenge 5	<u>July 2025</u> Urban Saints attended by over 50% of PP pupils during the year. Engage Youth Mentoring supported 5 PP pupils during the school year All staff have coaching partners through the Academy Trusts' Growing Great People initiative holding 6 regular reviews points during the year, following a structured reporting

	EEF Toolkit Mentoring + 2 months		system has enabled staff to develop their own professional teaching and learning needs to aid the learning of pupils and or their own classroom expertise and knowledge. School have begun to work with local mental health teams in school to develop mentoring work in preparation for September 2025.
Parental Engagement	Open Door Policy Parental workshops/meetings - spelling, VGPS, maths, EYFS, RSE, Behaviour, transition, reading, Play Parents evenings Parent Survey Website update Play & Stay Sessions (EYFS) Newsletter (Sway) Homework Preloved uniform Support for families: Attendance officer & Pupil Premium Champion roles to encourage and improvement attendance for identified children. Attendance Support / Jozone costs EEF Toolkit Parental Engagement + 4 months EEF Toolkit Homework + 5 months EEF Social and Emotional Learning in Primary Schools	Challenge 4	<u>July 2025</u> 70% of all parents and 40% of PP parents attended workshops on maths across school during 2024/2025 57% of all parents and 40% of PP parents attended workshops on English based curriculum learning (Phonic/Reading, Read Write Inc, Writing) across school during 2024/2025 65% of all parents and 21% of PP parents attended transition meetings for YR to Y1 during summer term 2025 71% of all parents and 36% of PP parents attended transition meetings for Y2 to Y3 during summer term 2025 84% of all parents and 81% of PP parents attended parents evening in the spring term 2025 96% of all parents and 88% of PP parents attended parents evening in the spring term 2025 School continues to support families to attend Early Years Play and Stay sessions by providing nursery care during the session for identified PP families School continues to support families via the uniform shop as the need is identified. School continues to have an open door policy for all parents and arranges half termly updates for those family with SEND/PP children to ensure parents and school maintain communication wherever possible. MyEd App and school newsletters continue to be the main parental form of communication alongside email which continues to be successful for all parents including PP children Work has begun on developing / reestablishing further communication via social media for next academic year.
PSHE / RSE programme	Positive School Ethos & School values embedded through everyday school culture, attitudes and expectations. Whole school rules – lunchtimes, breaktimes, walking in school etc Restorative Practice – introduction, implementation and embedding of Behaviour and Restorative Relationship Policy and restorative questions to develop positive restoration and pupil involvement Jigsaw Programme – introduction, implementation and embedding of PSHE JIGSAW programme including collective worship, singing and weekly PSHE lesson British Values – Collective worship and Picture news Children Workshops - transition, emotional health	Challenge 3	<u>July 2025</u> JIGSAW remains well embedded across school and pupil voice reinforces that children enjoy and learn from the lessons provided. Picture news supports this PSHE approach and the worldviews approach to RE alongside additional external workshops to wider pupil knowledge and experience. Assemblies continue to introduce and remind children of wider issues such as British Values and school roles and responsibilities, which continue to be successful, and children enjoy these times. These values are interwoven into classroom teaching across the curriculum enabling staff to refer back to events through discussion. Children's celebration assembly on Friday also reflects the PSHE focus for the week, celebrating success Only 2 PP children have been supported with their significant behaviour needs during 2024/2025 Additional CPD training for RE lead has enabled a developed understanding to deliver the curriculum See workshop attendance data above.

	and wellbeing, anti-bullying, Go Big Go Awesome (Y6) & Police Cadets (Y6) EEF Toolkit Social and Emotional Learning + 2 months EEF Toolkit Behaviour Interventions + 4 months EEF Social and Emotional Learning in Primary Schools		
Extra Curricular Activities, Opportunities & Educational Visits	Before school reading / EAL groups After school clubs – club activities on offer change each half term / term – they have include: Theatre Visits / Pantomime visits Church visits / Other religious place of worship Local Area Visits/ Visitors to school Summer school opportunities School Council / House Captain / Librarian roles and responsibilities EEF Toolkit Outdoor Learning EEF Toolkit Physical Activity + 1 month	Challenge 3 & 4	July 2025 PP children continued to hold roles in school council, house captains, lunchtime support and librarian roles of responsibility within school All PP children continued to attend educational visits during 2024/2025 including: • St Chad's Church • Lichfield Mosque • The Friary High School Dram production • Ash End Farm (100% of YN & Y1 PP children received subsidized coach travel to the venue) • Football tournaments (100% of Y3 – Y6 PP children attending the event received subsidized coach travel to the venue) • Lichfield Cathedral • Lichfield Library • Wade Street Methodist Church • Dr Johnson's House and Museum • Lichfield Fire Station PP children continued to attend after school club during 2024/2025 including: science, gardening, chess, art and a variety of sports-based clubs: 94% of PP children attended a club in autumn 1 75% of PP children attended a club in autumn 2 46% of PP children attended a club in spring 1 74% of PP children attended a club in spring 2 35% of PP children attended a club in summer 1 43% of PP children attended a club in summer 2 Average PP club attendance = 61.2%

Total budgeted cost: £ 126,000

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.

Please refer to the right hand column in the document above for feedback on this year's PP Strategy

Please see our school website for feedback on previous year's PP strategies.

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
National Tutoring Programme	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?	In Class Intervention & targeted support
What was the impact of that spending on service pupil premium eligible pupils?	Improved confidence and increased understanding of concepts taught

Further information (optional)

Please also refer to Chadsmead's SEND Offer for each of the four areas of needs stipulated in the SEND Code of Practice as Chadsmead's offer includes support for disadvantaged pupils in all four areas.

https://www.chadsmeadacademy.co.uk/web/send_details/348171

Planning, Implementation and Evaluation

In reviewing and planning our three-year pupil premium strategy, we have re-evaluated the activities undertaken in previous years and re-analysed data. Despite pupil outcomes being lower than expected, we have triangulated evidence from a range of different sources (assessment, book scrutiny, pupil voice, teacher voice, parent voice) and used the EEF documentation to re-evaluate the school priorities. We have looked at a number of reports, studies and research papers relating to Pupil Premium and how to address the challenges presented by our socio-economic disadvantage. We have used the EEF's implementation guidance to help us develop our strategy and identify strategies we feel may help us within our school. We will continue to evaluate our plan termly and adjust our plan over time to endeavour to secure better outcomes for our pupils.

References:

EEF: School's Guide to implementation

[A School's Guide to Implementation | EEF \(educationendowmentfoundation.org.uk\)](#)

EEF: Putting Evidence to work

[Putting Evidence to Work - A School's Guide to Implementation | EEF \(educationendowmentfoundation.org.uk\)](#)

EEF: Gathering and Interpreting Data

[EEF-Gathering-and-Interpreting-Data-Summary.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

EEF: Guide to Pupil Premium

[The EEF Guide to the Pupil Premium | EEF \(educationendowmentfoundation.org.uk\)](#)

[The EEF Guide to the Pupil Premium | Education Endowment Foundation \(d2tic4wvo1iusb.cloudfront.net\)](#)

DFE Guidance: Choosing a Phonics Teaching Programme

[Choosing a phonics teaching programme - GOV.UK \(www.gov.uk\)](#)

EEF Teaching and Learning Toolkit

[Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](#)

EEF Effective Professional Development Guidance Report

[EEF-Effective-Professional-Development-Guidance-Report.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

EEF The tiered approach to pupil premium spending / Menu of approaches

[The tiered approach to Pupil Premium spending | Education Endowment Foundation \(d2tic4wvo1iusb.cloudfront.net\)](#)

[Using Pupil Premium: Guidance for School Leaders \(publishing.service.gov.uk\)](#)