

# 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](http://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](http://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 that £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](http://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	187 Pupil in School – September 2025		
Proportion (%) of PP eligible pupils	2025 – 2026 = 68 Pupils (36%)		
Academic year/years that our current pupil premium strategy plan covers	✓ 2025 / 26	2026/27	2027 / 28
Date this statement was published	December 2025 ( New Strategy)		
Date this statement has been updated	December 2025		
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	Mr T Briggs		

## Funding overview

Previous Year's Detail (2024 - 2025)	Amount
Pupil Premium funding allocation last academic year	<b>£121,457.43</b>
Recovery Premium funding allocated last academic year	<b>None</b>
Pupil premium funding carried forward from previous years	<b>None</b>
<b>Total budget for the academic year</b>	<b>£121,457.43</b>
Year 1: Detail (2025 - 2026)	
Pupil Premium funding allocation this academic year	<b>£106,933.75</b>
Recovery Premium funding allocated this academic year	<b>N/A</b>
Pupil premium funding carried forward from previous years	<b>N/A</b>
<b>Total budget for the academic year</b>	<b>£106,933.75</b>
Year 2: Detail (2026 - 2027)	
Pupil Premium funding allocation next academic year	<b>N/A</b>
Recovery Premium funding allocated next academic year	<b>N/A</b>
Pupil premium funding carried forward next previous years	<b>N/A</b>
<b>Total budget for the academic year</b>	<b>N/A</b>
Year 3: Detail (2027 - 2028)	
Pupil Premium funding allocation next academic year	<b>N/A</b>
Recovery Premium funding allocated next academic year	<b>N/A</b>
Pupil premium funding carried forward next previous years	<b>N/A</b>
<b>Total budget for the academic year</b>	<b>N/A</b>

# Part A: Pupil Premium Strategy Plan

## Statement of intent

### *What are your ultimate objectives for your disadvantaged pupils?*

- To ensure that all of our children benefit from the teaching and learning opportunities that Pupil Premium funding provides with the aim of closing the internal attainment gaps between PP pupils and their peers
- To ensure that all pupils have access to high quality teaching and should when they require it additional targeted support and or intervention.
- To ensure that 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.
- To ensure that pupil premium pupils are prioritised in the allocation of increased levels of support in areas of identified need when required.
- To secure strong foundations in listening, attention and spoken language at school entry so pupils are ready to access the curriculum.
- To improve pupils' social, emotional and behavioural skills and sense of belonging so they attend regularly, participate fully in school life (including play, clubs and music) and are able to learn effectively.
- To broaden cultural capital and wider opportunities (music, trips, extra-curricular activities) for disadvantaged pupils so they can experience the same enrichment as their peers.

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?*

- The strategy deploys a balanced Menu of Approaches aligned to the DfE three-tier model: (Tier 1) improving the quality of everyday teaching and curriculum design; (Tier 2) evidence-based, targeted academic support for identified pupils; (Tier 3) wider strategies to remove non-academic barriers to learning (attendance, SEMH, enrichment).
- Uses high-quality evidence (principally Education Endowment Foundation (EEF) guidance and reviews) to select and sequence approaches that address the school's identified barriers (early language, literacy, maths, relationships/play, attendance, SEMH and limited wider opportunities) enabling appropriate provision to be 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.
- Ensures coherence between quality first teaching and professional development, aiming to reduce the future need for interventions; targeted interventions are tightly linked to in-class learning and diagnostic assessment; wider strategies that address root causes and increase the impact of classroom work.
- Our Pupil Premium funding is spent according to known barriers identified from our baseline data and implemented through 'best value principles' in order to make the very best use of the finances available.

### What are the key principles of your strategy plan?

- The plan is evidence-led: actions are drawn from high-quality reviews/guidance (EEF) and targeted to the school's barriers.
- The plan follows a assess, plan, do, review principle by using ongoing formative and diagnostic assessment to identify needs, select appropriate interventions and check impact regularly.
- The plan is a whole-school approach, focused on improving the standard of Tier 1 provision for all pupils while providing additional high-quality Tier 2 and Tier 3 support, where possible.
- The plan supports high-fidelity implementation so that any interventions implemented are delivered by trained staff with structured resources, timetabled sessions and clear monitoring.
- The plan is inclusive ensuring that actions benefit all pupils but prioritise disadvantaged pupils for targeted support.
- The plan has value for money and is sustainable as it chooses approaches with good evidence of impact and plan for long-term embedding.

### Effectiveness of Pupil Premium money will be measured through:

- Termly review of challenges and targets set out within the plan
- Termly analysis of pupil attainment and progress overtime
- Evidence from monitoring within school
- Pupil voice & feedback
- Impact of intervention programmes
- Impact of Professional Development training on staff
- Impact on Professional Development training on children
- Termly tracking of PP children

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

## Challenges

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

Challenge number	Detail of challenge
1	<p>Early Communication: EYFS Reception on-entry listening, attention and understanding are below expected levels, which affects Reception/Early years readiness</p> <ul style="list-style-type: none"> <li>• EYFS Baseline 33% of children are not on track in this area</li> <li>• EYFS Baseline: 28% of children are not on track for speaking</li> </ul>
2	<p>Literacy attainment and progress: lower levels of reading and writing for disadvantaged pupils across the school</p> <ul style="list-style-type: none"> <li>• EYFS Baseline: 44% are not on track in word reading &amp; writing</li> <li>• End of year 2024/25: Y1 phonics PP 80% vs whole 88% GLC.</li> <li>• End of year 2024/25: KS2 Y6 PP reading 55% vs 78% whole school.</li> <li>• End of year 2024/25: Y6 writing PP 55% vs 78% whole school.</li> <li>• SEND proportion above national adds complexity.</li> </ul>
3	<p>Mathematics attainment and fluency: low outcomes in mathematics and number facts</p> <ul style="list-style-type: none"> <li>• EYFS Baseline: 44% are not on track in number</li> <li>• End of year 2024/25: Y4 Multiplication-tables whole school 37%,</li> <li>• End of year 2024/25: Y4 Multiplication-tables PP 44%</li> <li>• End of year 2024/25: Y6 maths PP 45% vs whole school 72%).</li> </ul>
4	<p>Social skills, collaboration and play: pupils (including PP) need strengthened skills in building relationships, collaborative play and communication — OPAL play development required.</p> <ul style="list-style-type: none"> <li>• EYFS Baseline on entry data September 2025,</li> <li>• Building Relationships: 33% are not on track in this area.</li> <li>• Creating with materials: 33% are not on track in this area.</li> <li>• Imagination: 33% are not on track in this area.</li> </ul>
5	<p>Limited wider opportunities / cultural capital: some disadvantaged pupils have reduced access to enrichment (trips, music, extracurricular opportunities) despite music being a school strength.</p> <ul style="list-style-type: none"> <li>• Average PP club attendance = 61.2%</li> </ul>
6	<p>Attendance and SEMH: attendance/ persistent absence and social, emotional and mental health needs create barriers to learning for some disadvantaged pupils and drive variability in access to teaching and interventions.</p> <ul style="list-style-type: none"> <li>• Monitoring of attendance on a daily, weekly basis and addressing needs where they arise; including conversations with target families.</li> <li>• Increased numbers of children requiring pastoral care and nurture that has led to the school in school Mental Health Team involvement in 2025/2026</li> </ul>

## 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
<p>Challenge 1: Improved levels of <b>Listening, Attention and Understanding</b> of language for children entering school (Reception &amp; Nursery). <b>LIP Priority 2 and 4</b></p>	<p>By end of Reception:</p> <ul style="list-style-type: none"> <li>• The number of children reaching age-expected communication &amp; language outcomes increases by at least 10 percentage points for PP children compared to baseline.</li> <li>• Classroom observations show improved sustained listening and attention routines. (Reynall Attention Listening Scales &amp; EYFS Checklists)</li> <li>• Targeted Welcom &amp; NELI language groups show measurable gains on diagnostic checks.</li> <li>• Effective Implementation of External EYFS focused training across EYFS.</li> </ul>
<p>Challenge 2: <b>English</b> (Reading and writing) attainment gaps for disadvantaged pupils reduced. <b>LIP Priority 1</b></p>	<p>By end of academic year:</p> <ul style="list-style-type: none"> <li>• Y6 PP attainment to rise from current 55% (reading &amp; writing) to at least 68% (reduce gap to <math>\leq 10</math> percentage points vs whole cohort);</li> <li>• Increased proportion of PP pupils making expected or better progress in reading and writing in termly progress checks.</li> <li>• Phonics outcomes sustained (Y1 phonics PP <math>\geq 85\%</math>).</li> </ul>
<p>Challenge 3: <b>Maths</b> attainment and fluency improved for disadvantaged pupils. <b>LIP Priority 1</b></p>	<p>By end of academic year:</p> <ul style="list-style-type: none"> <li>• x-tables fluency for PP pupils increases from 44% to 65% (measured by school fluency checks);</li> <li>• Y6 PP maths attainment increases from 45% to at least 62%</li> <li>• termly formative assessments show accelerated progress in identified cohorts.</li> </ul>
<p>Challenge 4: <b>Building effective relationships</b> through social interaction, collaborative play and improved behaviour <b>LIP Priority 3, 4, 5</b></p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> <li>• Fewer low level frustrating playground behaviours at playtime amongst identified groups of pupils.</li> <li>• Parent, pupil and staff surveys evidence improved collaborative play.</li> <li>• Introduction of OPAL- led play provision resulting in a secure measured rise in positive social interactions and reduced low-level disruption.</li> </ul>
<p>Challenge 5: Maintain and where possible improve levels of</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> <li>• All PP pupils offered places on educational trips/visits to continue</li> </ul>

<p>access to broader curriculum experiences and music offer.</p> <p>LIP Priority 5</p>	<ul style="list-style-type: none"> <li>• All PP pupils offered places for music tuition, where requested and where possible FOSIM support is accessed to support uptake</li> <li>• More PP pupils take up the extra-curricular club offer over time</li> <li>• Qualitative feedback demonstrates increased enrichment access.</li> </ul>
<p>Challenge 6: Continue to improve attendance and reduce SEMH barriers so pupils access learning consistently.</p> <p>LIP Priority 5</p>	<p>By the end of the academic year:</p> <ul style="list-style-type: none"> <li>• Persistent absence (PA) among PP pupils reduced by at least 25% compared to last year.</li> <li>• Targeted families engaged with attendance plans and show improved attendance.</li> <li>• SEMH referrals reduced through NHS Mental Health Team in School support and improved engagement in class can be observe.</li> </ul>

## 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 £ 33,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review and update
Strengthen early years Listening, Attention, Spoken language and oracy provision:	<ul style="list-style-type: none"> <li>New Two – Year Unit to open including employment of new staff and opportunity to develop pre-Nursery approaches to address SCLN on entry needs, CPD and curriculum development</li> <li>Adopt structured oral language approaches (e.g., dialogic book talk, vocabulary instruction and targeted spoken language sessions).</li> <li>Provide EY staff CPD and allocate daily short, frequent sessions that develop listening, attention and vocabulary.</li> <li>Develop further total communication approaches across EYFS to ensure spoken language, signs, gestures, visual support and non-verbal communication are available to all.</li> </ul> <p>EEF guidance — Oral language interventions (high impact, +6 months average).  <a href="#">Oral language interventions   EEF</a></p>	Challenge 1	<p><b>Spring Term Update 2026</b></p> <p>Two year unit is open with two staff; staff are aware of approaches to identify needs on entry and have undertaken necessary CPD &amp; curriculum being trailed.</p> <p>Oral language approaches have been introduced across school – weekly oracy lesson added to the curriculum with support from DB (Writing lead)</p> <p>EY Staff are undertaking training by Dingley’s Promise including SCLN training. Total Communication approaches are yet to be fully embedded but aspects are in place.</p>
Further development of the Read Write Inc Phonics Programme to include 1 to 1 intervention tuition	<ul style="list-style-type: none"> <li>Extend our RWINC high-quality systematic synthetic phonics across EY/KS1 by providing catch-up for pupils who are behind.</li> <li>Provide additional RWINC training to eh school, subject leader and individual staff to enable rapid success.</li> <li>Develop regular assessment points to coincide with current RWINC programme &amp; whole school data drops.</li> </ul> <p>EEF Teaching &amp; Learning Toolkit — Phonics (positive impact, +5 months) and EEF guidance on Early Literacy.  <a href="#">Phonics — EEF</a>  <a href="#">Early literacy — EEF</a>  <a href="#">Reading comprehension strategies   EEF</a></p>	Challenge 2	<p><b>Spring Term Update 2026</b></p> <p>RWINC 1 to 1 tuition is in place for identified children to provide catch up intervention</p> <p>Ongoing RWINC training is available via the online portal – staff have access to video training and face to face training has continued with RWINC monitoring programme &amp; quality of delivery in school</p> <p>RWINC assessment points are maintained and adjustments made to grouping every 6 weeks</p>
Whole-school literacy strategy informed by the EEF KS2 literacy guidance:	<ul style="list-style-type: none"> <li>Continue to develop the Whole-school literacy strategy informed by the EEF KS2 literacy guidance:</li> <li>Continue to develop pupils’ language capability through Whole school Oracy Approach and additional support mechanisms (grammarsaurus / Vocabulary focus);</li> <li>Maintain the explicit teaching of reading &amp; comprehension strategies through VIPERS;</li> </ul>	Challenge 2	<p><b>Spring Term Update 2026</b></p> <p><b>Grammarsaurus training PVPG has been introduced and is underdevelopment. Staff have attended training in Spelling and Morphology, and this is being developed.</b></p> <p><b>Reading and comprehension teaching using VIPERS is embedded and updated &amp; reviewed termly and when new texts are introduced.</b></p>

	<ul style="list-style-type: none"> <li>Develop more effective modelling of writing composition strategies,</li> <li>Develop planned practice for transcription (spelling/handwriting).</li> <li>Provide advice and guidance for teachers using diagnostic assessment to match tasks to pupils (including SEND adaptations).</li> </ul> <p>EEF guidance — Improving Literacy in Key Stage 2 (guidance report; seven recommendations). <a href="#">Improving Literacy in KS2 — EEF (guidance)</a></p>		<p><b>Spring Term Update 2026</b></p> <p>Grammarsaurus resources are being effectively used to support the modelling of writing and grammar</p> <p>Ongoing diagnostic assessment &amp; writing moderation session across CAT schools provides detailed feedback for staff to inform their planning and teaching through GL and AR assessments alongside a range of assessments used..</p>
Further development of the Mathematics curriculum and teaching pedagogy	<ul style="list-style-type: none"> <li>Auditing progression and areas of development from 2025 Data outcomes, identifying strengths,</li> <li>Explicit teaching of number and fluency through regular maths meetings,</li> <li>Further development and use of manipulatives and mathematical language.</li> <li>CPD for staff in EEF maths guidance principles and formative assessment through NCETM</li> </ul> <p>EEF guidance and evidence on early mathematics and KS2/3 maths (improving maths guidance, development of fluency and mathematical language).</p> <p><a href="#">Early mathematics — EEF</a> [Improving Maths KS2/3 guidance — EEF resources] (see EEF guidance series)</p> <p><a href="#">Mastery learning   EEF</a></p>	Challenge 3	<p><b>Spring Term Update 2026</b></p> <p>Maths audits and work with NCETM have provided CPD session for staff to reflect on teaching and learning in maths</p>
Effective use of assessment and diagnostic tools across phases:	<ul style="list-style-type: none"> <li>Upskill and train staff to use diagnostic assessments to triage needs (reading, writing, maths &amp; SEND)</li> <li>Support staff to plan targeted support within QFT and ensure teaching adapted to meet individual needs;</li> <li>PP Children's attainment and progress are regularly monitored and analysed</li> </ul> <p>EEF guidance — Improving Literacy KS2 (recommendation on targeted assessment and diagnosis); EEF Implementation guidance (A School's Guide to Implementation). <a href="#">Improving Literacy in KS2 — EEF (PDF)</a> [A School's Guide to Implementation — EEF resources referenced on site]</p>	Challenge 2 and 3	<p><b>Spring Term Update 2026</b></p> <p>CPD &amp; professional discussion have allowed staff to effectively use the outcomes of assessments and plan targeted support to meet individual needs more effectively</p> <p>Attainment and progress of SEND / PP children are analysed from starting points and shared with staff to enabling targeting of support.</p>
Implement ongoing CPD and coaching programme to ensure professional growth:	<ul style="list-style-type: none"> <li>Structured professional development for teachers focusing on effective instruction, feedback, scaffolding for SEND pupils and implementing reading comprehension/writing strategies.</li> <li>Use coaching/peer observation cycles using Academy Trust's Growing Great People Initiative &amp; Specialist &amp; professional network group engagement</li> <li>Individual staff CPD to enhance subject knowledge in curriculum focussed areas enabling more effective planning and delivery of QFT.</li> <li>Develop use of technology to aid planning and delivery of QFT</li> </ul> <p>EEF evidence on effective professional development and Teaching &amp; Learning Toolkit recommendations for feedback and effective teaching. <a href="#">EEF: Effective Professional Development resources — EEF Primary hub</a></p> <p>EEF Teaching &amp; Learning Toolkit and guidance on digital technology for literacy support (note: technology has mixed impact and should be linked to teaching). <a href="#">EEF: Digital Technology —</a></p>	Challenge 2, 3, and 6	<p><b>Spring Term Update 2026</b></p> <p>Chadsmead Adaptive Teaching Adjustments document has been drafted to place in writing a teacher toolkit to support staff in implementing QFT adaptations.</p> <p>All staff are partnered within the GGP initiative, and this continues to guide staff through their own professional development using the MAT's toolkit and IOE access for guidance. All staff are assigned to a CAT Professional or Specialist network</p> <p>All staff provided with subject leadership time as part of CPD /staff meetings to develop subject leadership; all subject undertake an annual deep dive and are encouraged to undertake CPD for their subject</p> <p>AI training undertaken to support staff</p> <p>Professional network meetings attended and some staff are members of professional</p>

	<a href="#">Teaching &amp; Learning Toolkit (within literacy guidance)</a>		organisations to support their own subject development.
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **Approx. £ 33,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review and update
Targeted Support – Phonics	<ul style="list-style-type: none"> <li>RWINC small group tuition session daily</li> <li>Structured phonics catch-up 1 to 1 sessions following RWINC intervention support programme</li> <li>Delivered by trained staff and linked to RWINC whole-class phonics.</li> <li>Children identified by reading lead through data points</li> <li>Use regular progress checks and move pupils through groups as they improve.</li> </ul> <p>EEF — Phonics: strong evidence for small-group and one-to-one approaches; guidance on intervention frequency and duration.</p> <p><a href="#">Phonics — EEF</a> <a href="#">One to one tuition   EEF</a></p>	Challenge 1 and 2	<p><b>Spring Term Update 2026</b></p> <p>RWINC small group tuition sessions have continued daily with the RWINC 1 to 1 tuition intervention for identified children.</p> <p>Rwinc lead identified targeted children from data points and these are shared with staff at the start of the 6 week period and analysed at the assessment point 6 weeks later.</p>
Targeted Support -reading fluency and comprehension interventions	<ul style="list-style-type: none"> <li>Accelerated Reader programme across Y2 – Y6 &amp; Subscriptions</li> <li>Targeted reading support in class &amp; through intervention and use of structured questioning</li> <li>Before school, KS2 disadvantaged pupils reading intervention, with structured modelling and guided practice sessions linked to class texts &amp; enable reduction of barriers to arrival / attendance and support concentration</li> </ul> <p>EEF — Teaching reading comprehension strategies has very extensive evidence and high impact.</p> <p><a href="#">Improving Literacy in KS2 — EEF (guidance)</a> <a href="#">Extending school time   EEF</a> <a href="#">Individualised instruction   EEF</a> <a href="#">One to one tuition   EEF</a> <a href="#">Phonics   EEF</a> <a href="#">Reading comprehension strategies   EEF</a></p>	Challenge 2	<p><b>Spring Term Update 2026</b></p> <p>AR continues to be used across school; staff are able to access star reader reports and this allows them to identify intervention points and plan or targeted support in QFT.</p> <p>Before school intervention reading groups continue focussing in Y3 pupils</p>
Targeted Support – Maths	<ul style="list-style-type: none"> <li>Mastery Approach to teaching and learning including the development of using of manipulatives and visual representations to represent mathematical understanding.</li> <li>Targeted support in LKS2: Clever Counting - number sense, fluency and problem solving Prioritise PP pupils falling behind and pupils with identified SEND needs.</li> <li>CPD for staff and development of Times table Rock Stars across school + Subscription costs</li> <li>Further use of online assessments to inform planning and teaching – GL Assessments</li> </ul>	Challenge 3	<p><b>Spring Term Update 2026</b></p> <p>Clever counting is continued for identified 1 to 1 pupils, based on their own individual needs following assessment.</p> <p>Before clubs for Y4 maths have enabled further targeted support for LKS2.</p> <p>All year group make use of TTRS, in particular Y4</p> <p>GL assessments provide additional information to staff regarding skills and gaps to be targeted through QFT and maths meetings</p>

	<p>EEF guidance — Improving Mathematics guidance (use of targeted small-group tuition and focus on fluency/number facts). [Improving Mathematics — EEF resources and guidance series] (see EEF Early Maths pages) <a href="#">Early mathematics — EEF</a></p> <p><a href="#">Individualised instruction   EEF</a></p> <p><a href="#">One to one tuition   EEF</a></p>		
Targeted Support – Writing	<p>SpAG. Com Subscriptions for Y5 and Y6</p> <p>Grammarsaurus grammar resources to support teaching and learning in Writing</p> <p>Grammarsaurus spelling resources to support teaching and learning of spelling</p> <p>EEF — Improving Literacy guidance stresses targeted assessment and diagnosis to match support to the pupil's needs.</p> <p><a href="#">Improving Literacy in KS2 — EEF (PDF)</a></p> <p><a href="#">Individualised instruction   EEF</a></p> <p><a href="#">One to one tuition   EEF</a></p>		<p><b>Spring Term Update 2026</b></p> <p><b>Before school SPAG.com groups have provided additional opportunities for learning alongside Grammarsaurus curriculum for PVPG and morphology introduction during spring term 2026</b></p> <p>SWST analysis for Spring term suggests that 89% of the school able to access SWST standardised testing is working at average or above average levels with 19% working between 85 and 94 and 70% working above a standardised score of 94. 10% (16 pupils) of the eligible school population is currently working with a standardised score below average ( below 85) – all but 2 of these are already registered as children with SEND needs, 1 has been recently diagnosed with Dyslexia and the other is under monitoring</p>
Targeted Support - oral language groups	<ul style="list-style-type: none"> <li>• Welcomm &amp; NELI intervention programmes for EYFS pupils who show delays, with progress monitoring and where possible parental engagement to practice language at home.</li> <li>• Small group / 1 to 1SALT work for individual children.</li> <li>• Whole School Oracy Focus</li> <li>• Flash Academy Subscriptions (EAL)</li> </ul> <p>EEF evidence on oral language interventions and Nuffield Early Language Intervention (NELI) evaluations showing improvements in early language and reading comprehension.</p> <p><a href="#">Oral language interventions — EEF Nuffield Early Language Intervention — EEF project summary</a></p> <p><a href="#">Individualised instruction   EEF</a></p> <p><a href="#">One to one tuition   EEF</a></p>	Challenge 1 and 2	<p><b>Spring Term Update 2026</b></p> <p><b>Welcom and Neli intervention have continued with children that require them</b></p> <p><b>A greater whole school oracy focus is begin further developed with weekly oracy sessions in Y1 to Y6</b></p> <p><b>EAL pupils attend a before school group to access the programme.</b></p>

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

Budgeted cost: **Approx £ 43,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Termly Review and update
Social, emotional and mental health (SEMH) whole-school approach:	<ul style="list-style-type: none"> <li>• Social and Emotional Learning provision through targeted small-group work with NHS Mental Health Teams in school,</li> <li>• Staff meeting training for staff train staff and regular updates from PP Champion / SENCO to ensure staff remain up to date with background information and changes to pupil's needs.</li> </ul>	Challenge 4 and 6	<p><b>Spring Term Update 2026</b></p> <p>MHTS is under development – meetings have occurred and the MHTS have delivered an assembly.</p> <p>Engage Youth mentoring weekly sessions continue for identified pupils</p>

	<ul style="list-style-type: none"> <li>Engage Youth mentoring weekly sessions with trained mentor within school are provided for identified children:</li> <li>Social Skills Lunchtime</li> <li>Ongoing practice and development to of Restorative Practice –to develop positive restoration and pupil involvement</li> <li>PSHE: Jigsaw Programme – continued development and embedding of PSHE JIGSAW programme</li> <li>British Values – Collective worship and Picture news</li> </ul> <p>EEF guidance — Improving Social and Emotional Learning in Primary Schools (SEL interventions produce, on average, +4 months). <a href="#">Improving SEL in Primary Schools — EEF (guidance)</a></p> <p><a href="#">Metacognition and self-regulation   EEF</a></p>		<p>Cooperation club has been held every Monday lunchtime for those wishing to attend</p> <p>The school has become a DFE Behaviour and attendance Hub and the head is currently working with school across the midlands, who are in turn visiting Chadsmead on B &amp; A open days</p> <p>JIGSAW continues to be embedded as does Picture news and our timetabled assembly / collective worship.</p>
Opal Play Development	<ul style="list-style-type: none"> <li>Engagement with External providers of programme by identified key staff</li> <li>Whole School Staff training</li> <li>Observations of play with programme providers &amp; development plan created</li> <li>Developments in structured improvements to support collaborative play, relationships and more positive experiences at breaktimes. Link play development to PSHE ( JIGSAW) aims and restorative practise expectations</li> </ul> <p><a href="#">Behaviour interventions   EEF</a></p> <p><a href="#">Collaborative learning approaches   EEF</a></p> <p><a href="#">Outdoor adventure learning   EEF</a></p> <p><a href="#">Physical activity   EEF</a></p>	Challenge 4	<p><b>Spring Term Update 2026</b></p> <p>OPAL play whole school staff training and initial meetings have been undertaken and initial plans for phase 1 established, Observations of play have been undertaken and a plan of action undertaken with the OPAL key worker</p> <p>Further play training has been undertaken by the senior lead team, parents have been informed and the roll out for phase 1 has begun.</p>
Increase cultural capital and wider opportunities for PP pupils	<ul style="list-style-type: none"> <li>Subsidised funding for identified educational visits / residential / transportation, music tuition, after school club places.</li> <li>School to consider where possible to build in opportunities for additional experiences relating to music / drama / dance.</li> <li>Choir before school: open to all.</li> <li>Sing Up Subscription enables an enriched music curriculum taught by a music specialist teacher</li> <li>Whole class musical tuition for Y3 pupils</li> <li>Musical performances / Chadsmead's Got Talent</li> <li>Track PP uptake and ensure priority places.</li> </ul> <p>The EEF highlights the value of extra-curricular activities for engagement (evidence limited for attendance gains but beneficial for engagement and enrichment). OFSTED commentary supports enrichment for broad development (school context: music is a strength in Ofsted report). EEF resources on enrichment and extra-curricular activities.</p> <p><a href="#">EEF: Primary resources — EEF</a></p> <p><a href="#">Arts participation   EEF</a></p> <p><a href="#">Aspiration interventions   EEF</a></p>	Challenge 5	<p><b>Spring Term Update 2026</b></p> <p>Ongoing support and subsidisation for wider opportunities continues where possible</p> <p>Musical opportunities continue to be embedded into school life with eater performances across all age phases and before school choir attended by many.</p> <p>Whole class musical tuition for Y3 has continued and Sing up subscription continues to support learning across the curriculum</p>
Attendance strategy	<ul style="list-style-type: none"> <li>Develop home–school liaison, text/email nudges, use of social media and emails to inform parents about attendance issues and needs</li> <li>Targeted parental engagement where required following regular analysis of Attendance behaviour by attendance officer</li> </ul>	Challenge 6	<p><b>Spring Term Update 2026</b></p> <p>Attendance strategy continues to be effective</p> <p>Chadsmead is a DFE Attendance and Behaviour hub</p> <p>Parents continue to invited in to discuss attendance at meetings with the headteacher where</p>

	<ul style="list-style-type: none"> <li>Engage with responsive, tailored support (attendance officer/liaison) when required:</li> <li>Early identification of families at risk and create bespoke family plans if required</li> <li>home-school liaison, text/email nudges and targeted multi-agency support for complex cases.</li> </ul> <p>EEF Rapid Evidence Assessment on Attendance Interventions: parental engagement and responsive/targeted interventions show promise. <a href="#">Attendance Interventions: Rapid Evidence Assessment — EEF (summary in EEF written evidence)</a> <a href="#">EEF: Supporting School Attendance blog &amp; tools</a></p>		necessary; attendance discussed at all parental meetings & at risk families are identified at monthly meetings with the attendance officer.
Family engagement and parental support for learning:	<ul style="list-style-type: none"> <li>RWINC Book BAGs/ Reading material for home</li> <li>Use of systems and mechanisms to ensure two-way communication – My Ed / Arbor</li> <li>Home Learning Support (Homework, creative homework, SEND support packs, links to online learning ops)</li> <li>Range of parental engagement opportunities: workshops, Parents evenings, Parent Survey, Signposting online support, newsletters, website access, MyEd/Arbor, Play &amp; Stay Sessions (EYFS)</li> <li>Preloved uniform</li> <li>Support for families: Attendance officer &amp; Pupil Premium Champion roles to encourage and improve attendance for identified children.</li> </ul> <p>EEF guidance emphasises parental engagement for attendance and reading support; parental engagement improves home learning environment and supports literacy.</p> <p><a href="#">EEF: Parental engagement resources — primary evidence store</a> <a href="#">Parental engagement   EEF</a></p>	Challenge 1, 2 and 6	<p><b>Spring Term Update 2026</b></p> <p>Family engagement via school text message systems remains effective – school have transitioned to Arbor as its central management system this term</p> <p>Parental engagement continues via a range of methods and support for families remains on offer at all times.</p>
Pastoral / SEMH Specialist Access	<p>Access towards referral pathways to local services for pupils with higher SEMH needs.</p> <p>Continued responsive approaches for learning and wellbeing; evidence suggests responsive support and early SEMH provision can reduce barriers to attendance and learning. <a href="#">Improving SEL in Primary Schools — EEF Attendance REA summary — EEF written evidence</a></p>	Challenge 6	<p><b>Spring Term Update 2026</b></p> <p>Referral pathway take up has increased this term</p>

**Total budgeted cost: £ 109,000**

## 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
Times Table Rock Stars	Maths Circle Ltd
Effective Mathematics Intervention Package	Clever Counting Company
Teaching for Mastery	NCETM
Sing up	Sing Up Foundation
Place Value of Punctuation	Grammarsaurus
Morphology Spelling	Grammarsaurus

### 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## 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](https://www.chadsmeadacademy.co.uk/web/send_details/348171)

### Planning, Implementation and Evaluation

This Pupil Premium Strategy uses the DfE three-tier Menu of Approaches framework (high-quality teaching, targeted academic support, wider strategies) and is fully grounded in EEF evidence for approaches targeted at the school's identified barriers. Termly monitoring and a disciplined implementation cycle (train → implement → monitor → adapt) will ensure resources are focused on what works for Chadsmead's disadvantaged pupils and that progress is measurable.

In reviewing and planning our three-year pupil premium strategy, we will re-evaluate the activities undertaken in previous years and re-analysed data. We will triangulate evidence from a range of different sources (assessment, book scrutiny, pupil voice, teacher voice, parent voice) and will use 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 \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/a-schools-guide-to-implementation)

EEF: Putting Evidence to work

[Putting Evidence to Work - A School's Guide to Implementation | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/putting-evidence-to-work)

EEF: Gathering and Interpreting Data

[EEF-Gathering-and-Interpreting-Data-Summary.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://www.educationendowmentfoundation.org.uk/gathering-and-interpreting-data)

EEF: Guide to Pupil Premium

[The EEF Guide to the Pupil Premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/the-eef-guide-to-the-pupil-premium)

[The EEF Guide to the Pupil Premium | Education Endowment Foundation \(d2tic4wvo1iusb.cloudfront.net\)](https://www.educationendowmentfoundation.org.uk/the-eef-guide-to-the-pupil-premium)

DFE Guidance: Choosing a Phonics Teaching Programme

[Choosing a phonics teaching programme - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/choosing-a-phonics-teaching-programme)

EEF Teaching and Learning Toolkit

[Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit)

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 \(publishing.service.gov.uk\)](#)

- Oral language interventions — Education Endowment Foundation (Teaching & Learning Toolkit). [Oral language interventions — EEF](#)
- Phonics — Education Endowment Foundation (Teaching & Learning Toolkit). [Phonics — EEF](#)
- Improving Literacy in Key Stage 2 — Education Endowment Foundation guidance report (EEF guidance PDF). [Improving Literacy in KS2 — EEF \(guidance PDF\)](#)
- Early mathematics and maths guidance resources — Education Endowment Foundation evidence store and guidance. [Early mathematics — EEF](#)
- Improving Social and Emotional Learning in Primary Schools — EEF guidance report. [Improving SEL in Primary Schools — EEF \(guidance\)](#)
- Attendance Interventions: Rapid Evidence Assessment (EEF summary in written evidence to Parliament & EEF attendance resources). [Attendance REA — EEF written evidence summary \(House of Commons / committees\)](#) [EEF blog & attendance reflection tool](#)