

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 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

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 |
|--|--|
| <p>Challenge 1: The attainment and progress of children in phonics, reading, writing and maths.</p> <p>PP Challenge 1: Attainment in Core Subjects SIP:</p> | <ul style="list-style-type: none"> 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. |
| <p>Challenge 2: Levels of language acquisition / speech and language communication needs</p> <p>PP Challenge 2: SLCN Acquisition and Development</p> | <ul style="list-style-type: none"> 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. |
| <p>Challenge 3: Additional cultural & life experiences</p> <p>PP Challenge 3: Cultural and Life Experiences</p> | <ul style="list-style-type: none"> 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. |
| <p>Challenge 4: Parental Engagement</p> <p>PP Challenge 4: Parental Engagement</p> | <ul style="list-style-type: none"> 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) |
| <p>Challenge 5: Improve attendance of identified vulnerable children.</p> | <p>Sustained / Improved levels of attendance demonstrated by:</p> <ul style="list-style-type: none"> 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 | Termly Review and update |
|---|--|-------------------------------|--|
| Development of the embedded Maths Mastery approach | <ul style="list-style-type: none"> 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 <p>EEF Toolkit Within Class Attainment grouping + 2 months</p> | Challenge 1 | July 2024 KS2 Maths Outcomes 66% |
| Continued use of the Read Write Inc Phonics Programme | <ul style="list-style-type: none"> 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. <p>EEF Toolkit Within Class Attainment grouping + 2 months</p> <p>EEF Toolkit Phonics +5 months</p> | Challenge 1 | July 2024 Two thirds of the key stage have now completed the RWINC programmes including 3 out of every 5 children September 2024 KS1: 5 RWINC Groups and 1 Whole Class Reading Group; 14 out of 29 (14%) Year 2 Children are attending WCR groups Fresh Start: x7 Year 5s Reading Intervention LKS2: x6 Years 3s and x4 Year 4s Reading Intervention UKS2 x7 Year 5s + Y6 TBC |
| Continued use of Accelerated Reader Reading Systems | <ul style="list-style-type: none"> 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 | Challenge 1 | July 2024 Three quarters of the whole school population are working at or above expected levels of reading for their year group. |

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| | <p>context; prediction, retrieval skills, summary skills</p> <ul style="list-style-type: none"> • 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 <p>EEF Toolkit Within Class Attainment grouping + 2 months</p> | | |
| Continuation of the NELI Programme / Welcome Program | <ul style="list-style-type: none"> • 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 <p>EEF Toolkit Within Class Attainment grouping + 2 months</p> | Challenge 1, 2 | July 2024 16% of children in EYFS are known to the Speech and Language service - Programmes in place continue to address individual needs that are shown through positive assessment outcomes. |
| Further development of the Whole School Oracy Project | <ul style="list-style-type: none"> • 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. <p>EEF Toolkit's Oral Language Interventions + 5 months</p> | Challenge 2 | July 2024 Speaking expectations Early years poetry basket Sauve word of the week writing assessment training Sauve language modes September 2024 Developed Cross Curricular Links – Writing / VGPS / Reading texts |
| Continuation of Nursery Provision | <ul style="list-style-type: none"> • 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: <p>EEF Toolkit Within Class Attainment grouping + 2 months</p> | Challenge 1, 2, 3 | July 2024 Continuation of Nursery provision has occurred and additional support through Educational Psychologist, Early Years SENCO and Early Years Forum has been obtained to help advice regarding provision of needs. |
| Development of Whole school Writing | <ul style="list-style-type: none"> • 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 an 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 | | |

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| | <p>and use of live marking to develop teacher awareness and pupil awareness of outcomes through assessed writing</p> <ul style="list-style-type: none"> • 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 <p>EEF Improving literacy in KS1 EEF Improving Literacy in KS2</p> | | |
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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 | Termly Review and update |
|--|--|-------------------------------|---|
| Continuation of Targeted Support – Phonics | <ul style="list-style-type: none"> • 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 <p>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</p> | Challenge 1 | <p>July 2024 <u>Summer Term Outcomes</u> Following the end of term assessments the current KS1 cohort will be taught across 3 RWINC groups in September and 2 Whole Class Reading groups. None of the current LKS2 children will continue to be required to join RWINC groups in September.</p> |
| Continuation of Targeted Support - Reading | <ul style="list-style-type: none"> • 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 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). <p>EEF Toolkit Individualised Instruction + 4 months EEF Toolkit Reading comprehension + 6 months</p> | Challenge 1 | <p>July 2024 <u>Summer Term Outcomes</u> KS2 Reading Outcomes 74% in line with national data outcomes. – All Children</p> |

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|--|---|-------------|--|
| | <p>EEF Toolkit's Oral Language Interventions + 5 months</p> <p>EEF Toolkit small group tuition + 4 months</p> <p>EEF Toolkit Extending school time + 3 months</p> <p>EEF Toolkit One to one Tuition + 5 months</p> <p>EEF Toolkit Feedback +6 months</p> <p>EEF Teaching Assistant Interventions + 4 months</p> <p>EEF Improving literacy in KS1</p> <p>EEF Improving Literacy in KS2</p> | | |
| Continuation of Targeted Support – Maths | <p>Recovery Funding – Tutoring</p> <p>Mastery Approach to teaching and learning including the development of using of manipulatives and visual representations to represent mathematical understanding.</p> <p>Pupil progress targeted arithmetic support.</p> <p>CPD for staff and development of Times table</p> <p>Rock Stars across school + Subscription costs</p> <p>EYFS Maths Subscription</p> <p>National Tutoring Programme (NTP) to provide small group tuition in writing for identified groups. (2022 – 2024) Before after/school maths intervention KS2</p> <p>Teacher feedback to pupils about their maths through development & implementation of live marking</p> <p>TA deployment to support quality first teaching in the classroom where possible and the delivery of maths interventions – Clever Counting</p> <p>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</p> <p>Y6 maths teacher to support and deliver identified lessons across KS2</p> <p>Development and use of online assessments to inform planning and teaching – GL Assessments</p> <p>EEF Toolkit: reducing Class Sizes +2 months</p> <p>EEF Toolkit small group tuition + 4 months</p> <p>EEF Toolkit Mastery Learning + 5 months</p> <p>EEF Toolkit Extending school time + 3 months</p> <p>EEF Toolkit Feedback +6 months</p> <p>EEF Teaching Assistant Interventions + 4 months</p> <p>EEF Improving math in the early years and KS1</p> <p>EEF Improving maths in KS2 and 3</p> | Challenge 1 | <p>July 2024</p> <p>Progress in all year groups following mastery approaches in school have continued during the summer term.</p> <p>KS2 Maths Outcomes 66%</p> |
| Continuation of Targeted Support – Writing | <p>Recovery Funding – Tutoring</p> <p>Structured handwriting intervention groups;</p> <p>Pupil progress targeted writing composition support</p> <p>SpAG. Com Subscriptions for Y5 and Y6</p> <p>Grammarsaurus Subscription</p> <p>National Tutoring Programme (NTP) to provide small group tuition in writing for identified groups. (2022 – 2024)</p> <p>Teacher feedback to pupils about their writing</p> <p>TA/Teacher deployment to support quality first teaching in the classroom and the delivery of writing interventions</p> <p>EEF Toolkit small group tuition + 4 months</p> <p>EEF Toolkit small group tuition + 4 months</p> <p>EEF Toolkit Feedback +6 months</p> | Challenge 1 | <p>July 2024</p> <p>Summer Term Outcomes</p> <p>KS2 Outcomes 77%</p> <p>KS2 VGPS Outcomes 77%</p> |
| Targeted SCLN Communication support – Welcom & | <p>NELi / Welcome used for learning and targeted in EYFS</p> | Challenge 2 | <p>July 2024</p> <p>Summer Term Outcomes</p> |

| | | | |
|-----------------|---|--|--|
| SPLT Programmes | <p>1:1 SPLT programme training and delivery for individual children.</p> <p>Pupil Progress targeted for communication & play support.</p> <p>Whole School Oracy Focus</p> <p>Oracy Poetry Basket Funding: Resources and Training (EYFS)</p> <p>Flash Academy Subscriptions (EAL)</p> <p>TA deployment to support the delivery of SplLT Programmes</p> <p>EEF Toolkit One to One tuition + 5 months;</p> <p>EEF Toolkit Within Class Attainment grouping + 2 months</p> <p>EEF Toolkit small group tuition + 4 months</p> <p>EEF Teaching Assistant Interventions + 4 months</p> | | 12 children remain known to the Speech and Language therapy service across school. |
|-----------------|---|--|--|

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 Online access | <p>Music tuition subsidised for PP children.</p> <p>Additional experiences relating to music / drama / dance.</p> <p>Choir before school: open to all.</p> <p>Sing Up Subscriptions</p> <p>Charanga Subscriptions</p> <p>Musical performances / Chadsmead's Got Talent</p> <p>EEF Toolkit Arts Participation + 3 months</p> | Challenge 3 | <p>July 2024</p> <p>Summer Term Outcomes</p> <p>All children have taken part in Sing Up Assemblies this term; Choir before school has continued and Y6 have performed in their lever's service.</p> |
| Online Safety / Technology | <p>Online safety programme embedded within the computing curriculum.</p> <p>Additional online safety - EVOLVE</p> <p>Visualisers in classrooms</p> <p>I-pad access within each phase</p> <p>Computer room access to support learning</p> | Challenge 3 | <p>July 2024</p> <p>Summer Term Outcomes</p> <p>Online safety continues to be embedded at the start of computing lessons in addition to work undertaken through PSHE, Picture news and standalone activities.</p> |
| Residential subsidy | <p>Y6 Residential to Whitemoor Lakes</p> <p>EEF Toolkit Social and Emotional Learning + 2 months</p> | Challenge 3 | <p>July 2024</p> <p>Summer Term Outcomes</p> <p>Children supported at Whitemoor lakes residential Autumn 2023</p> |
| Mentoring Programme | <p>CAT – Growing Great People – Staff coaching</p> <p>Engage Youth mentoring weekly sessions with trained mentor within school are provided for identified children:</p> <p>Urban Saints Lunchtime club: social skills</p> <p>EEF Toolkit Mentoring + 2 months</p> | Challenge 5 | <p>July 2024</p> <p>Summer Term Outcomes</p> <p>Engage Youth mentoring and Urban Saints lunchtime club continue to provide successful outcomes for pupils.</p> |
| Parental Engagement | <p>Open Door Policy</p> <p>Parental workshops/meetings - spelling, VGPS, maths, EYFS, RSE, Behaviour, transition, reading, Play</p> <p>Parents evenings</p> <p>Parent Survey</p> <p>Website update</p> | Challenge 4 | <p>July 2024</p> <p>Summer Term Outcomes</p> <p>Transition meetings as well as EYFS Play and Stay sessions were well attended by parents in preparation for the new year. Work through attendance officer and PP Champion continues to support</p> |

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|---|--|-----------------|---|
| | <p>Play & Stay Sessions (EYFS)</p> <p>Newsletter (Sway)</p> <p>Homework</p> <p>Preloved uniform</p> <p>Support for families: Attendance officer & Pupil Premium Champion roles to encourage and improvement attendance for identified children.</p> <p>Attendance Support / Jozone costs</p> <p>EEF Toolkit Parental Engagement + 4 months</p> <p>EEF Toolkit Homework + 5 months</p> <p>EEF Social and Emotional Learning in Primary Schools</p> | | families and address attendance and family support challenges. |
| PSHE / RSE programme | <p>Positive School Ethos & School values embedded through everyday school culture, attitudes and expectations.</p> <p>Whole school rules – lunchtimes, breaktimes, walking in school etc</p> <p>Restorative Practice – introduction, implementation and embedding of Behaviour and Restorative Relationship Policy and restorative questions to develop positive restoration and pupil involvement</p> <p>Jigsaw Programme – introduction, implementation and embedding of PSHE JIGSAW programme including collective worship, singing and weekly PSHE lesson</p> <p>British Values – Collective worship and Picture news</p> <p>Children Workshops - transition, emotional health and wellbeing, anti-bullying, Go Big Go Awesome (Y6) & Police Cadets (Y6)</p> <p>EEF Toolkit Social and Emotional Learning + 2 months</p> <p>EEF Toolkit Behaviour Interventions + 4 months</p> <p>EEF Social and Emotional Learning in Primary Schools</p> | Challenge 3 | <p>July 2024</p> <p><u>Summer Term Outcomes</u></p> <p>Pupil Voice continues to provide positive feedback regarding issues within school. And opportunities through Picture News, Go Big Go Awesome (Y6 only) and Collective Worship themes continue to provide a wide range of discussion areas to develop awareness of the wider world.</p> |
| Extra Curricular Activities, Opportunities & Educational Visits | <p>Before school reading / EAL groups</p> <p>After school clubs – club activities on offer change each half term / term – they have include:</p> <p>Theatre Visits / Pantomime visits</p> <p>Church visits / Other religious place of worship</p> <p>Local Area Visits/ Visitors to school</p> <p>Summer school opportunities</p> <p>School Council / House Captain / Librarian roles and responsibilities</p> <p>EEF Toolkit Outdoor Learning</p> <p>EEF Toolkit Physical Activity + 1 month</p> | Challenge 3 & 4 | <p>July 2024</p> <p><u>Summer Term Outcomes</u></p> <p>During the summer, children have attended safety sessions, taken part in an Olympic themed sports week, visited a Buddhist temple (Y3/Y4); Taken part in a Bake Off (Y6); Visited the Sealife centre (EYFS); Visited the Garrick Theatre for drama workshops; Watched or taken part in Chadsmead's Got Talent; and had visits from Anglo-Saxon visitors, science CO2 workshops (Y3/Y4); WW2 Workshops (Y5/Y6),</p> <p>Over the summer, children have been encouraged to take part in the summer reading challenge through Staffordshire Library service.</p> |

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 our school website for previous year's Pupil Premium Strategy and outcomes:

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