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 online at https://www.staffordshire.gov.uk/schools-and-learning/financial-support-school/free-school-meals/applying-free-school-meals

Nursery aged pupils who a make successful free school meals application can get a free meal on the days they are in education both before and after lunchtime. The child must be main-registered at the school to count as a pupil. Children who are only who are only registered as a 'guest' at the school or are a registered pupil at a separate nursery provider cannot get free school meals. If you are not sure whether your child is registered as a pupil at the school, please ask the school before you apply.

All children in Reception, Year 1 and Year 2 get a free school meal. You do not need to apply, and you do not need to meet any rules. This is called Universal Infant Free School Meals. However, if your family gets certain benefits, we still ask you to apply for income-based free school meals. This helps the school get extra funding to support your child. Children who are being fostered, usually cannot get income-based free school meals because the fostering allowance is meant to cover the cost of their meals.

Entitlement criteria (Updated: September 2026) is.

https://www.staffordshire.gov.uk/schools-and-learning/financial-support-school/free-school-meals/frequently-asked-questions-free#lgd-guides__title

From September 2026 there will be two different types of free school meals, known as 'targeted' and 'expanded'.

- Families who receive any of the following are eligible for 'targeted' free school meals -
- Universal Credit with annual household earnings of £7,400 or less
- support under Part VI of the Immigration and Asylum Act 1999
- are in receipt of income-related Employment and Support Allowance
- receive the guaranteed element of Pension Credit
- Families in receipt of Universal Credit, with annual household earnings exceeding £7,400 will be entitled to 'expanded' free school meals.

Further information about Staffordshire Criteria can be found at:

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

Chadsmead Primary School Overview

Detail	Data		
School name	Chadsmead Primary Academy		
Number of pupils in school	187 Pupil in School – September 2025 189 Pupils in School – September 2026		
Proportion (%) of PP eligible pupils	2025 – 2026 = 68 Pupils (36%) 2026 – 2027 = 73 Pupils (38%)		
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 & then Annually – Dec 2026		
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	**£121,457.43**
Recovery Premium funding allocated last academic year	**None**
Pupil premium funding carried forward from previous years	**None**
Total budget for the academic year	**£121,457.43**
Year 1: Detail (2025 - 2026)	
Pupil Premium funding allocation this academic year	**£106,933.75**
Recovery Premium funding allocated this academic year	**N/A**
Pupil premium funding carried forward from previous years	**N/A**
Total budget for the academic year	**£106,933.75**
Year 2: Detail (2026 - 2027)	
Pupil Premium funding allocation next academic year	**£104, 134.17**
Recovery Premium funding allocated next academic year	**N/A**
Pupil premium funding carried forward next previous years	**N/A**
Total budget for the academic year	**£104, 134.17**
Year 3: Detail (2027 - 2028)	
Pupil Premium funding allocation next academic year	**N/A**
Recovery Premium funding allocated next academic year	**N/A**
Pupil premium funding carried forward next previous years	**N/A**
Total budget for the academic year	**N/A**

Part A: Pupil Premium Strategy Plan

Statement of intent

Who are PP Children at Chadsmead Primary Academy?

At Chadsmead, our children who are classified as PP children, are children who typically have a clustering of challenges that could restrict ability to succeed. In our setting PP children typically may have:

- Moved through a range of settings prior to Chadsmead Primary including home schooling experiences and /or new to area, county or country.
- Experienced financial deprivation
- Larger family units and / or complex family backgrounds
- A range of additional learning needs including siblings, extended family and/or other family members
- 33% of Chadsmead's PP children also have identified SEN (September 2026)

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	Early Communication: EYFS Reception on-entry listening, attention and understanding are typically below expected levels, which affects Reception/Early years readiness. • EYFS Baseline 33% of children are not on track in this area. • EYFS Baseline: 28% of children are not on track for speaking. Challenge: To raise EYFS/GLD outcomes related to listening, attention and understanding / speaking
2	Literacy attainment and progress: lower levels of reading and writing are typical for disadvantaged pupils across the school. • EYFS Baseline: 44% are not on track in word reading & writing. • End of year 2024/25: Y1 phonics PP 80% vs whole 88% GLC. • End of year 2024/25: KS2 Y6 PP reading 55% vs 78% whole school. • End of year 2024/25: Y6 writing PP 55% vs 78% whole school. • SEND proportion above national adds complexity. Challenge: To raise reading and writing outcomes for disadvantaged children across school
3	Mathematics attainment and fluency: low outcomes in mathematics and number facts are typically evident across school. • EYFS Baseline: 44% are not on track in number. • End of year 2024/25: Y4 Multiplication-tables whole school 37%, • End of year 2024/25: Y4 Multiplication-tables PP 44% • End of year 2024/25: Y6 maths PP 45% vs whole school 72%). Challenge: To raise maths outcomes for disadvantaged children across school
4	**Building effective relationships:** Social skills, collaboration and play: pupils (including PP) typically need to strengthened skills in building relationships, collaborative play and communication — OPAL play development required. • EYFS Baseline on entry data September 2025, • Building Relationships: 33% are not on track in this area. • Creating with materials: 33% are not on track in this area. • Imagination: 33% are not on track in this area. Challenge: To improve social opportunities and opportunities for play during unstructured learning periods (lunchtimes) as well as through structured play in EYFS.
5	**Wider Opportunities:** Limited experiences are typical for some disadvantaged pupils who may have reduced access to enrichment (trips, music, extracurricular opportunities) despite music being a school strength. • Average PP club attendance = 61.2%

	Challenge: To increase, where possible, the opportunities available for PP children to ensure they are fully included and involved in life at Chadsmead and have a sense of belonging.
6	**Barriers to Learning:** Attendance / persistent absence and social, emotional and mental health needs create barriers to learning for some disadvantaged pupils and typically drive variability in access to teaching and interventions. • Monitoring of attendance on a daily, weekly basis and addressing needs where they arise, including conversations with target families. • Increased numbers of children requiring pastoral care and nurture that has led to the school developing stronger links with the NHS school Mental Health Team involvement in 2025/2026. Challenge: To ensure, where possible, that barriers to learning are reduced and challenges are identified and addressed in order to provide children with the best possible chance to 'Be the best they can be' and have 'Roots to grow and wings to fly.'

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: Early Communication: Improved levels of Listening, Attention and Understanding of language for children entering school (Reception & Nursery). LIP Priority 2 and 4	Challenge: To raise EYFS/GLD outcomes related to listening, attention and understanding / speaking By end of Reception: • The number of children reaching age-expected communication & language outcomes increases by at least 10 percentage points for PP children compared to baseline. • Classroom observations show improved sustained listening and attention routines. (Reynall Attention Listening Scales & EYFS Checklists) • Targeted Welcom & NELI language groups show measurable gains on diagnostic checks. • Effective Implementation of External EYFS focused training across EYFS.
Challenge 2: **Literacy** (Reading and writing) attainment gaps for disadvantaged pupils reduced. LIP Priority 1	Challenge: To raise reading and writing outcomes for disadvantaged children across school By end of academic year: • Y6 PP attainment to rise from current 55% (reading & writing) to at least 68% (reduce gap to ≤10 percentage points vs whole cohort). • Increased proportion of PP pupils making expected or better progress in reading and writing in termly progress checks. • Phonics outcomes sustained (Y1 phonics PP ≥ 85%).

Challenge 3: **Mathematics** attainment and fluency improved for disadvantaged pupils. LIP Priority 1	Challenge: To raise maths outcomes for disadvantaged children across school By end of academic year: • x-tables fluency for PP pupils increases from 44% to 65% (measured by school fluency checks). • Y6 PP maths attainment increases from 45% to at least 62%. • termly formative assessments show accelerated progress in identified cohorts.
Challenge 4: **Building effective relationships** through social interaction, collaborative play and improved behaviour LIP Priority 3, 4, 5	Challenge: To improve social opportunities and opportunities for play during unstructured learning periods (lunchtimes) as well as through structured play in EYFS By the end of the academic year: • Fewer low level frustrating playground behaviours at playtime amongst identified groups of pupils. • Parent, pupil and staff surveys evidence improved collaborative play. • Introduction of OPAL- led play provision resulting in a secure measured rise in positive social interactions and reduced low-level disruption.
Challenge 5: **Wider Opportunities** Maintain and where possible improve levels of access to broader curriculum experiences and music offer. LIP Priority 5	Challenge: To increase, where possible, the opportunities available for PP children to ensure they are fully included and involved in life at Chadsmead and have a sense of belonging. By the end of the academic year: • All PP pupils offered places on educational trips/visits to continue. • All PP pupils offered places for music tuition, where requested and where possible FOSIM support is accessed to support uptake. • More PP pupils take up the extra-curricular club offer over time. • Qualitative feedback demonstrates increased enrichment access.
Challenge 6: **Barriers to Learning** Continue to improve attendance and reduce any identified SEMH barriers so pupils access learning consistently. LIP Priority 5	Challenge: To ensure, where possible, that barriers to learning are reduced and challenges are identified and addressed in order to provide children with the best possible chance to 'Be the best they can be' and have 'Roots to grow and wings to fly.' By the end of the academic year: • Persistent absence (PA) among PP pupils reduced by at least 25% compared to last year. • Targeted families engaged with attendance plans and show improved attendance. • SEMH referrals reduced through NHS Mental Health Team in School support and improved engagement in class can be observe.

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 (2025 / 2026)**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Termly Review and update
Strengthen early years Listening, Attention, Spoken language and oracy provision:	• 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. • Adopt structured oral language approaches (e.g., dialogic book talk, vocabulary instruction and targeted spoken language sessions). • Provide EY staff CPD and allocate daily short, frequent sessions that develop listening, attention and vocabulary. • Develop further total communication approaches across EYFS to ensure spoken language, signs, gestures, visual support and non-verbal communication are available to all. EEF guidance — Oral language interventions (high impact, +6 months average). Oral language interventions | EEF	Challenge 1	**Spring Term Update 2026** Two-year unit is open with two staff; staff are aware of approaches to identify needs on entry and have undertaken necessary CPD & curriculum being trailed. Oral language approaches have been introduced across school – weekly oracy lesson added to the curriculum with support from DB (Writing lead) 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. **Summer Term Update 2026** Two-year-old unit has increased in numbers and become embedded as part of the EYFS provision. Total communication audits have occurred and expertise across setting is now known following staff changes. Dingley's promise training has been completed by all EYFS staff. Two children have been retained out of year group due to their significant learning needs however, all children have progressed from starting points, and SLCN communication needs have been improved.
Further development of the Read Write Inc Phonics Programme to include 1 to 1 intervention tuition.	• Extend our RWINC high-quality systematic synthetic phonics across EY/KS1 by providing catch-up for pupils who are behind. • Provide additional RWINC training to eh school, subject leader and individual staff to enable rapid success. • Develop regular assessment points to coincide with current RWINC programme & whole school data drops. EEF Teaching & Learning Toolkit — Phonics (positive impact, +5 months) and EEF guidance on Early Literacy. Phonics — EEF Early literacy — EEF Reading comprehension strategies | EEF	Challenge 2	**Spring Term Update 2026** RWINC 1 to 1 tuition is in place for identified children to provide catch up intervention. 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 & quality of delivery in school. RWINC assessment points are maintained and adjustments made to grouping every 6 weeks. **Summer Term Update 2026** RWINC 1 to 1 interventions continue to be successful in closing gaps for identified children; RWINC training has continued through RWINC development days. Regular assessment points have been continued and reviews of teaching groups undertaken every six weeks,

Whole-school literacy strategy informed by the EEF KS2 literacy guidance:	• Continue to develop the Whole-school literacy strategy informed by the EEF KS2 literacy guidance: • Continue to develop pupils' language capability through Whole school Oracy Approach and additional support mechanisms (Grammarsaurus / Vocabulary focus). • Maintain the explicit teaching of reading & comprehension strategies through VIPERS. • Develop more effective modelling of writing composition strategies, • Develop planned practice for transcription (spelling/handwriting). • Provide advice and guidance for teachers using diagnostic assessment to match tasks to pupils (including SEND adaptations). EEF guidance — Improving Literacy in Key Stage 2 (guidance report; seven recommendations). Improving Literacy in KS2 — EEF (guidance)	Challenge 2	**Spring Term Update 2026** **Grammarsaurus training PVPG has been introduced and is underdevelopment. Staff have attended training in Spelling and Morphology, and this is being developed.** **Reading and comprehension teaching using VIPERS is embedded and updated & reviewed termly and when new texts are introduced.** **Spring Term Update 2026** Grammarsaurus resources are being effectively used to support the modelling of writing and grammar. Ongoing diagnostic assessment & 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. **Summer Term Update 2026** Grammarsaurus PVPG is becoming embedded alongside development of morphology spelling.
Further development of the mathematics curriculum and teaching pedagogy	• Auditing progression and areas of development from 2025 Data outcomes, identifying strengths, • Explicit teaching of number and fluency through regular maths meetings, • Further development and use of manipulatives and mathematical language. • CPD for staff in EEF maths guidance principles and formative assessment through NCETM EEF guidance and evidence on early mathematics and KS2/3 maths (improving maths guidance, development of fluency and mathematical language). Early mathematics — EEF [Improving Maths KS2/3 guidance — EEF resources] (see EEF guidance series) Mastery learning | EEF	Challenge 3	**Spring Term Update 2026** Maths audits and work with NCETM have provided CPD session for staff to reflect on teaching and learning in maths. **Summer Term Update 2026** **Amendments made from data outcomes in QFT teaching have been made term on term and explicit teaching of number through Mastering number, Ready to progress and modelling using manipulatives has continued alongside maths meetings and reasoning focus.** **CPD from the maths lead has been delivered and monitored however progress of children across school in maths remains school priority.**
Effective use of assessment and diagnostic tools across phases:	• Upskill and train staff to use diagnostic assessments to triage needs (reading, writing, maths & SEND) • Support staff to plan targeted support within QFT and ensure teaching adapted to meet individual needs. • PP Children's attainment and progress are regularly monitored and analysed. EEF guidance — Improving Literacy KS2 (recommendation on targeted assessment and diagnosis); EEF Implementation guidance (A School's Guide to Implementation). Improving Literacy in KS2 — EEF (PDF) [A School's Guide to Implementation — EEF resources referenced on site]	Challenge 2 and 3	**Spring Term Update 2026** CPD & professional discussion have allowed staff to effectively use the outcomes of assessments and plan targeted support to meet individual needs more effectively. Attainment and progress of SEND / PP children are analysed from starting points and shared with staff to enabling targeting of support. **Summer Term Update 2026** **Adaptation in QFT have occurred as a result of monitoring and observations. Staff have placed an emphasis on checking of misunderstanding within lessons and questioning, focussing on PP children and those working below age related expectations in QFT.**
Implement ongoing CPD and coaching programme to ensure professional growth:	• Structured professional development for teachers focusing on effective instruction, feedback, scaffolding for SEND pupils and implementing reading comprehension/writing strategies. • Use coaching/peer observation cycles using Academy Trust's Growing Great People Initiative & Specialist & professional network group engagement. • Individual staff CPD to enhance subject knowledge in curriculum focussed areas	Challenge 2, 3, and 6	**Spring Term Update 2026** Chadsmead Adaptive Teaching Adjustments document has been drafted to place in writing a teacher toolkit to support staff in implementing QFT adaptions. 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

	enabling more effective planning and delivery of QFT. • Develop use of technology to aid planning and delivery of QFT. EEF evidence on effective professional development and Teaching & Learning Toolkit recommendations for feedback and effective teaching. EEF: Effective Professional Development resources — EEF Primary hub EEF Teaching & Learning Toolkit and guidance on digital technology for literacy support (note: technology has mixed impact and should be linked to teaching). EEF: Digital Technology — Teaching & Learning Toolkit (within literacy guidance)		guidance. All staff are assigned to a CAT Professional or Specialist network. All staff provided with subject leadership time as part of CPD /staff meetings to develop subject leadership; all subjects undertake an annual deep dive and are encouraged to undertake CPD for their subject AI training undertaken to support staff Professional network meetings attended and some staff are members of professional organisations to support their own subject development. **Summer Term Update 2026** AI CPD has been undertaken to aid staff in their planning and delivery; all staff attend CAT network meetings as part of directed time and are part of the trust's GGP initiative, having access to the trust playbook and IOE website to aid teaching and learning support.

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

Budgeted cost: Approx. **£ 33,000 (2025 / 2026)**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Termly Review and update
Targeted Support – Phonics	• RWINC small group tuition session daily • Structured phonics catch-up 1 to 1 sessions following RWINC intervention support programme • Delivered by trained staff and linked to RWINC whole-class phonics. • Children identified by reading lead through data points • Use regular progress checks and move pupils through groups as they improve. EEF — Phonics: strong evidence for small-group and one-to-one approaches; guidance on intervention frequency and duration. Phonics — EEF One to one tuition | EEF	Challenge 1 and 2	**Spring Term Update 2026** RWINC small group tuition sessions have continued daily with the RWINC 1 to 1 tuition intervention for identified children. 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. **Summer Term Update 2026** RWINC tuition has continued with identified children and continued to be delivered by trained staff and TAs. Children's progress is regularly reviewed every 6 weeks and children that are targeted are identified by phonics lead.
Targeted Support -reading fluency and comprehension interventions	• Accelerated Reader programme across Y2 – Y6 & Subscriptions • Targeted reading support in class & through intervention and use of structured questioning • Before school, KS2 disadvantaged pupils reading intervention, with structured modelling and guided practice sessions linked to class texts & enable reduction of barriers to arrival / attendance and support concentration EEF — Teaching reading comprehension strategies has very extensive evidence and high impact. Improving Literacy in KS2 — EEF (guidance) Extending school time | EEF Individualised instruction | EEF One to one tuition | EEF Phonics | EEF	Challenge 2	**Spring Term Update 2026** AR continues to be used across school; staff are ablet o access star reader reports and this allows them to identify intervention points and plan or targeted support in QFT. Before school intervention reading groups continue focussing in Y3 pupils **Summer Term Update 2026** Monitoring of reading and regular assessment continued to be undertaken to identify targeted children in reading across school. Reading intervention before school continues and remains successful for those attending and has helped support some PP children emotionally providing an alternative on entry system to school before everyone else.

	Reading comprehension strategies | EEF		
Targeted Support – Maths	• Mastery Approach to teaching and learning including the development of using of manipulatives and visual representations to represent mathematical understanding. • Targeted support in LKS2: Clever Counting - number sense, fluency and problem solving Prioritise PP pupils falling behind and pupils with identified SEND needs. • CPD for staff and development of Times table Rock Stars across school + Subscription costs • Further use of online assessments to inform planning and teaching – GL Assessments 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) Early mathematics — EEF Individualised instruction | EEF One to one tuition | EEF	Challenge 3	**Spring Term Update 2026** Clever counting is continued for identified 1 to 1 pupils, based on their own individual needs following assessment. Before clubs for Y4 maths have enabled further targeted support for LKS2. All year group make use of TTRS, in particular Y4 GL assessments provide additional information to staff regarding skills and gaps to be targeted through QFT and maths meetings **Summer Term Update 2026** **Clever counting intervention has continued in KS2 with varied effectiveness, TTRS continues to be used consistently to practise Times table recall and has resulted in an overall increase in Y4 outcomes for multiplication.**
Targeted Support – Writing	SpAG. Com Subscriptions for Y5 and Y6 Grammarsaurus grammar resources to support teaching and learning in Writing Grammarsaurus spelling resources to support teaching and learning of spelling EEF — Improving Literacy guidance stresses targeted assessment and diagnosis to match support to the pupil's needs. Improving Literacy in KS2 — EEF (PDF) Individualised instruction | EEF One to one tuition | EEF		**Spring Term Update 2026** **Before school SPAG.com groups have provided additional opportunities for learning alongside Grammarsaurus curriculum for PVPG and morphology introduction during spring term 2026** **Summer Term Update 2026** **VGPS outcomes and PVGP have impacted on individual written outcomes but not sufficiently to ensure the gap has closed across cohorts. Writing however remains comparatively secure, and outcomes remain close to national expectations.**
Targeted Support - oral language groups	• Welcomm & NELI intervention programmes for EYFS pupils who show delays, with progress monitoring and where possible parental engagement to practice language at home. • Small group / 1 to 1SALT work for individual children. • Whole School Oracy Focus • Flash Academy Subscriptions (EAL) EEF evidence on oral language interventions and Nuffield Early Language Intervention (NELI) evaluations showing improvements in early language and reading comprehension. Oral language interventions — EEF Nuffield Early Language Intervention — EEF project summary Individualised instruction | EEF One to one tuition | EEF	Challenge 1 and 2	**Spring Term Update 2026** **Welcom and Neli intervention have continued with children that require them** **A greater whole school oracy focus is begin further developed with weekly oracy sessions in Y1 to Y6** **EAL pupils attend a before school group to access the programme.** **Summer Term Update 2026** **Good progress has bene made in Neli and Welcome interventions resulting in all but 4 children obtaining GLD in YR cohort.**

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

Budgeted cost: Approx **£ 43,000 (2025 / 2026)**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Termly Review and update
Social, emotional and mental health (SEMH) whole-school approach:	• Social and Emotional Learning provision through targeted small-group work with NHS Mental Health Teams in school, • 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. • Engage Youth mentoring weekly sessions with trained mentor within school are provided for identified children: • Social Skills Lunchtime • Ongoing practice and development to of Restorative Practice –to develop positive restoration and pupil involvement • PSHE: Jigsaw Programme – continued development and embedding of PSHE JIGSAW programme • British Values – Collective worship and Picture news EEF guidance — Improving Social and Emotional Learning in Primary Schools (SEL interventions produce, on average, +4 months). Improving SEL in Primary Schools — EEF (guidance) Metacognition and self-regulation | EEF	Challenge 4 and 6	**Spring Term Update 2026** MHTS is under development – meetings have occurred and the MHTS have delivered an assembly. Engage Youth mentoring weekly sessions continue for identified pupils Cooperation club has been held every Monday lunchtime for those wishing to attend 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 & A open days JIGSAW continues to be embedded as does Picture news and our timetabled assembly / collective worship. **Summer Term Update 2026** MHST has engaged with referred children however this has been hindered by MHST staff illness and absence during the summer term Engage youth mentoring, JIGSAW and cooperation club has enabled SEMH needs to be addressed as well as 1 to 1 SEMH support groups for targeted children.
Opal Play Development	• Engagement with External providers of programme by identified key staff • Whole School Staff training • Observations of play with programme providers & development plan created • 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 Behaviour interventions | EEF Collaborative learning approaches | EEF Outdoor adventure learning | EEF Physical activity | EEF	Challenge 4	**Spring Term Update 2026** 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 Further play training has been undertaken by the senior lead team, parents have been informed and the roll out for phase 1 has begun. **Summer Term Update 2026** OPAL play has begun and has shown a positive impact on lunchtime behaviour and social interactions.
Increase cultural capital and wider opportunities for PP pupils	• Subsidised funding for identified educational visits / residential / transportation, music tuition, after school club places. • School to consider where possible to build in opportunities for additional experiences relating to music / drama / dance. • Choir before school: open to all. • Sing Up Subscription enables an enriched music curriculum taught by a music specialist teacher • Whole class musical tuition for Y3 pupils	Challenge 5	**Spring Term Update 2026** Ongoing support and subsidisation for wider opportunities continues where possible Musical opportunities continue to be embedded into school life with eater performances across all age phases and before school choir attended by many. Whole class musical tuition for Y3 has continued and Sing up subscription continues to support learning across the curriculum **Summer Term Update 2026**

	• Musical performances / Chadsmead's Got Talent • Track PP uptake and ensure priority places. 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. EEF: Primary resources — EEF Arts participation | EEF Aspiration interventions | EEF		**Music continues to be a highlight of the school – during the summer term, end of year performance, and Chadsmead Got Talent have been the highlights of the calendar as well as music performances by those receiving music instrumental lessons.** **Extended opportunities for oracy, sport and clubs have been revisited and reviewed to provide a wider range of opportunities.**
Attendance strategy	• Develop home–school liaison, text/email nudges, use of social media and emails to inform parents about attendance issues and needs • Targeted parental engagement where required following regular analysis of Attendance behaviour by attendance officer • Engage with responsive, tailored support (attendance officer/liaison) when required: • Early identification of families at risk and create bespoke family plans if required • home–school liaison, text/email nudges and targeted multi-agency support for complex cases. EEF Rapid Evidence Assessment on Attendance Interventions: parental engagement and responsive/targeted interventions show promise. Attendance Interventions: Rapid Evidence Assessment — EEF (summary in EEF written evidence) EEF: Supporting School Attendance blog & tools	Challenge 6	**Spring Term Update 2026** Attendance strategy continues to be effective Chadsmead is a DFE Attendance and Behaviour hub Parents continue to be invited in to discuss attendance at meetings with the headteacher where necessary; attendance discussed at all parental meetings & at risk families are identified at monthly meetings with the attendance officer. **Summer Term Update 2026** **School continues to be a DFE behaviour and attendance hub for the midlands region and currently has attendance above national outcomes across all groups**
Family engagement and parental support for learning:	• RWINC Book BAGs/ Reading material for home • Use of systems and mechanisms to ensure two-way communication – My Ed / Arbor • Home Learning Support (Homework, creative homework, SEND support packs, links to online learning ops) • Range of parental engagement opportunities: workshops, Parents evenings, Parent Survey, Signposting online support, newsletters, website access, MyEd/Arbor, Play & Stay Sessions (EYFS) • Preloved uniform • Support for families: Attendance officer & Pupil Premium Champion roles to encourage and improvement attendance for identified children. EEF guidance emphasises parental engagement for attendance and reading support; parental engagement improves home learning environment and supports literacy. EEF: Parental engagement resources — primary evidence store Parental engagement | EEF	Challenge 1, 2 and 6	**Spring Term Update 2026** Family engagement via school text message systems remains effective – school have transitioned to Arbor as its central management system this term Parental engagement continues via a range of methods and support for families remains on offer at all times. **Summer Term Update 2026** Parental workshops and transition meetings have maintained parental engagement. School have engaged with the local authority Voice Project and held parental open days to encourage parent voice. Head teacher & SENCO parent communication alongside class teacher communication continues to help identify barriers and offer support to overcome identified need.
Pastoral / SEMH Specialist Access	Access towards referral pathways to local services for pupils with higher SEMH needs. Continued responsive approaches for learning and wellbeing; evidence suggests responsive support and early SEMH provision can reduce barriers to attendance and learning. Improving SEL in Primary Schools — EEF Attendance REA summary — EEF written evidence	Challenge 6	**Spring Term Update 2026** Referral pathway take up has increased this term **Summer Term Update 2026** **55 referrals have been made by Head/SENCO to ensure needs are met and known about by staff.**

Total budgeted cost: £ 109,000 (2025 / 2026)

Part B: Review of outcomes in the previous academic year (2025 – 2026)

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Intended outcome	Success criteria	Reviewed Outcomes
Challenge 1: Improved levels of **Listening, Attention and Understanding** of language for children entering school (Reception & Nursery). 2025/2026: LIP Priority 2 & 4	Challenge: To raise EYFS/GLD outcomes related to listening, attention and understanding / speaking By end of Reception: • The number of children reaching age-expected communication & language outcomes increases by at least 10 percentage points for PP children compared to baseline. • Classroom observations show improved sustained listening and attention routines. (Reynall Attention Listening Scales & EYFS Checklists) • Targeted Welcom & NELI language groups show measurable gains on diagnostic checks. • Effective Implementation of External EYFS focused training across EYFS.	Evidence: 100% PP children entered YR below in prime areas; 50% (3 out of 6) PP children exited YR reaching GLD in prime areas showing a 30% increase compared for baseline due to the SLCN intervention put in place. Impact: Increased oracy opportunities across EYFS through Welcome, Neli and Oracy approach across the curriculum have an observed impacted on spoken language ability and vocabulary understanding used within the setting. Next steps: Increased environmental support through a total communication approach to be consistently developed during 2026/2027 to ensure
Challenge 2: **English** (Reading and writing) attainment gaps for disadvantaged pupils reduced. 2025/2026: LIP Priority 1	Challenge: To raise reading and writing outcomes for disadvantaged children across school By end of academic year: • Y6 PP attainment to rise from current 55% (reading & writing) to at least 68% (reduce gap to ≤10 percentage points vs whole cohort); • Increased proportion of PP pupils making expected or better progress in reading and writing in termly progress checks. • Phonics outcomes sustained (Y1 phonics PP ≥ 85%).	Evidence Y6 PP attainment outcomes July 2026 = 72% expected or better than expected combined show an increase in PP reading attainment Y6 PP attainment outcomes July 2026 = 70% expected or better than expected combined show an increase in PP writing attainment 83% of Y1 PP children achieved expected phonic outcomes compared to non-PP children (78%) 50% of Y2 PP children achieved expected phonic outcomes compared to non-PP children (100%) IDSR suggests that writing is comparatively secure. Expected outcomes are close to national than other key stage subjects and compare positively to similar schools. IDSR suggests that reading outcomes are below national expectations, but the multi-year picture remains stronger. Impact: Termly check from starting points monitored and shared with staff each term Next steps: Focus on Y3 reading outcomes & RADY Project engagement during 2026/2027. Analysis and focus on greater depth reading levels outcome is needed following a drop in this area. Embedding of newly introduced Grammarsaurus schemes for spelling, vocabulary and punctuation over time during 2026/2027 Monitoring and strengthen classroom practise through effective adaptive teaching and ensuring tasks are matched appropriately to prior learning.
Challenge 3: **Maths** attainment and fluency improved for disadvantaged pupils. 2025/2026: LIP Priority 1	Challenge: To raise maths outcomes for disadvantaged children across school By end of academic year: • x-tables fluency for PP pupils increases from 44% to 65%	Evidence 69% of Y4 PP pupils passed the Y4 Fluency multiplication tests showing a marked improvement. 56% of Y6 PP children gained expected Standards in July 2026, which shows an improvement during

	(measured by school fluency checks). • Y6 PP maths attainment increases from 45% to at least 62%. • termly formative assessments show accelerated progress in identified cohorts.	2025/2026 but did not yet meet expected outcome yet. Outcomes: 15 out of 17 PP Y6 Children did not make sufficient progress from starting points despite intervention and targeted support. IDSR suggests that maths remains the schools' main target area with both expected and greater depth attainment being below expected standards. Impact: Termly assessment shows improvement over time but children did not meet more than expected outcome or make sufficient progress from starting points by the end of the year Next steps: Maths remains a sustained priority for us. Analysis of Y6 Maths outcomes identified 41% of PP children met expected outcomes in July 2026. Review intervention across school and Y6 / SATS provision to identify areas of development from Assessment outcomes. Monitoring and strengthen classroom practise through effective adaptive teaching and ensuring tasks are matched appropriately to prior learning.
Challenge 4: **Building effective relationships** through social interaction, collaborative play and improved behaviour 2025/2026: LIP Priority 3, 4, 5	Challenge: To improve social opportunities and opportunities for play during unstructured learning periods (lunchtimes) as well as through structured play in EYFS By the end of the academic year: • Fewer low level frustrating playground behaviours at playtime amongst identified groups of pupils. • Qualitative Parent, pupil and staff surveys evidence improved collaborative play. • Introduction of OPAL- led play provision resulting in a secure measured rise in positive social interactions and reduced low-level disruption.	Evidence: 5/13 (38%) PP CPOMS lunchtime incident 24/25 29/37 (78%) PP CPOMS lunchtime incidents 25/26 4.97 minutes of pm learning were initially lost to play related issues. (Maximum being 60 minutes, minimum being 0 minutes across school) This has drastically reduced since the introduction of OPAL play since May 2026. The IDSR states that suspensions remain low – these are zero exclusions – and therefore this does not present a concern within he IDSR. Impact: Qualitative data from parent & pupil voice suggests that playtime is very much enjoyed. OPAL Play training has ensured the lunchtime play team have been appropriately trained both staff and children look forward to OPAL play assemblies. Clear visual rules and options for lunchtime activities have improved social interaction and reduce issues related to play. Next steps: Further development of OPAL Play – risk related play including sand pit, digging pit, wheeled play and mud kitchens during 2026/2027 alongside pupil directed pay opportunities.
Challenge 5: Maintain and where possible improve levels of access to broader curriculum experiences and music offer. 2025/2026: LIP Priority 5	Challenge: To increase, where possible, the opportunities available for PP children to ensure they are fully included and involved in life at Chadsmead and have a sense of belonging. By the end of the academic year: • All PP pupils offered places on educational trips/visits to continue. • All PP pupils offered places for music tuition, where requested and where possible FOSIM support is accessed to support uptake. • More PP pupils take up the extra-curricular club offer over time. • Qualitative feedback demonstrates increased enrichment access.	Evidence All pupils PP and Non-PP children are invited to attend educational visits, enrichment experiences and have to opportunity to join after school clubs. All pupils were provided with the opportunity to attend residentials in Y4 and Y6 during 2025/2026 5 PP pupils attended the Y4 residential (38%) 6 PP pupils attended the Y6 residential (35%) All Y3 pupils undertook musical tuition – through Class based Doodle learning during 2025/2026. 12 pupils undertook Music tuition / FOYSM. 148 places were allocated in Extracurricular activities / clubs for PP children. Next steps: Further enrichment reviews to be undertaken (JAM.AB) during 2026/2027
Challenge 6: Continue to improve attendance and reduce SEMH barriers so pupils access learning consistently. 2025/2026: LIP Priority 5	Challenge: To ensure, where possible, that barriers to learning are reduced and challenges are identified and addressed in order to provide children with the best possible chance to 'Be the best they can be' and have 'Roots to grow and wings to fly.' By the end of the academic year:	Evidence: IDSR shows attendance as a clear strength. Current attendance in above national for all pupils FSM and SEND pupils. This is particularly positive for our school. Persistent absence is not emerging as a significant issue for our school. This supports the effectiveness of the school's established attendance strategy. Impact: We have become a DFE attendance and behaviour hub and currently support school across

	• Persistent absence (PA) among PP pupils reduced by at least 25% compared to last year. • Targeted families engaged with attendance plans and show improved attendance. • SEMH referrals reduced through NHS Mental Health Team in School support and improved engagement in class can be observe.	the Midlands region. Our attendance systems are having demonstrable impact. We continue to know our families well, identify barriers and intervene rather than waiting for pupil to become persistently absent. Targeted families have been onwardly referred to relevant agencies and/or support put in place including individual family meeting with the head teacher to establish and remove barriers to attendance or signpost to further support that may be required. Next steps: Continue to implement school's attendance approach and monitor effectiveness during 2026/2027

Overall Evaluation of the Pupil Premium Strategy 2025/26

The evaluation of Chadsmead's Pupil Premium Strategy demonstrates a positive impact across a number of key areas, particularly early communication and language, reading and writing attainment, attendance, family engagement and access to wider opportunities.

The school's commitment to early intervention, quality first teaching and a holistic approach to addressing disadvantage is evident throughout the strategy. The introduction and development of targeted communication and language interventions, alongside increased oracy opportunities, has contributed to improved outcomes for disadvantaged pupils in Reception. Similarly, the Year 6 reading and writing outcomes and Year 1 phonics results demonstrate encouraging improvements in academic attainment.

The school's attendance strategy represents a particular strength. The development of proactive family engagement, early identification of barriers and targeted support has contributed to attendance outcomes above national figures across pupil groups. The school's recognition as a DfE Attendance and Behaviour Hub further demonstrates the strength of its practice.

Investment in OPAL, music, extracurricular activities, residential opportunities, and wider enrichment also reflects a strong commitment to ensuring disadvantaged pupils are included in all aspects of school life. These approaches support confidence, relationships, communication and a sense of belonging.

However, mathematics remains the most significant area requiring improvement. Despite investment in professional development, curriculum development and targeted interventions, disadvantaged pupils have not made sufficient progress from their starting points. The Year 6 outcomes indicate that further evaluation of teaching approaches, intervention effectiveness and adaptive practice is necessary.

Further attention is now required to demonstrate the measurable impact of provisions, interventions, and wider enrichment. The school should continue to move towards evaluating the difference this makes to individual outcomes and independence.

In terms of value for money, the strategy demonstrates a broad and evidence-informed approach to allocating resources. There is encouraging evidence that investment in early intervention, literacy, attendance, and enrichment is producing positive outcomes. **Overall, the strategy has demonstrated positive impact and provides a strong foundation for further improvement.**

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

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)

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)

- 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