

Chadsmead Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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: <https://www.staffordshire.gov.uk/Education/Educational-awards-benefits/FreeSchoolMeals/Q001.aspx>

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

From September 2014, if parents have an infant age child (those in Reception, year 1 or year 2) they can receive free school meals for their child even if they don't meet the entitlement criteria listed above and without completing our application form.

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 above in our priorities. Therefore, if you meet the 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.

Free School Meals are available if you receive any of the following benefits:

The entitlement criteria from 1 April 2018 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 (as used by HMRC to assess tax credits) is not more than £16,190
- The Guarantee 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 (this is where someone becomes unemployed or reduces their hours and so is no longer entitled to working tax credit but will continue to receive it for a further 4 weeks and is entitled to free meals during that time)
- Universal credit (provided you have an annual net earned household income of no more than £7,400 as assessed by earnings from up to three of your most recent assessment periods).

School overview

Detail	Data
School name	Chadsmead Primary Academy
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	36.8% (88 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	20 th September 2021
Date on which it will be reviewed	Termly
Statement authorised by Head teacher	Gemma Grainger
Pupil premium lead / champion	Helen Cadman
Governor / Trustee lead	Mrs S Snashall.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 113,456
Recovery premium funding allocation this academic year	£ 12,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0 – N/A
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 126,071

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, so as 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?

- Pupils 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 as a result 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 Pupil progress results of attainment over time;
- Evidence from book scans, learning walks, pupil progress meetings; formal performance management of teachers and teaching assistants by senior leaders as well as by external stakeholders;
- Performance Management of the SENCO / PP Champion by the Head teacher.
- Pupil voice & feedback from learning experiences;
- Impact of intervention programmes at termly / half 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	The lower levels of academic attainment and progress of some identified disadvantaged children in phonics, reading, writing and maths.
2	The low levels of Speech and Language development of some identified disadvantaged children on entry and in key stage 1
3	The limited amount of cultural experiences / life experiences experienced by some disadvantaged children resulting in lower levels of expected achievement and self –resilience.
4	The low levels of parental engagement and support for learning due to personal circumstances that impact on some identified disadvantaged pupil's learning and life experiences, hopes and dreams including use of technology
5	The importance of attending school: The attendance of children below 96%, especially those who are Pupil Premium and have repeatedly not met the 96% threshold over more than one year; the rewards that children received 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.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Challenge 1:</p> <p>To improve levels of attainment and progress in phonics, reading, writing and maths</p>	<p>Levels of Attainment and Progress are assessed alongside diagnostic assessment to identify gaps in learning from earlier year groups. Additional targeted support is then put in place on a termly basis to ensure the gaps are addressed and learning moved forward. Achievement and progress will be measured through verbal and written feedback and diagnostic assessment inc. Quizzes, Summative and Formative assessment; Reading comprehension and accuracy standardised score assessments; Spelling standardised score assessments;</p>
<p>Challenge 2:</p> <p>To address the needs of identified disadvantaged children with poor language acquisition / speech and language communication needs through specific guidance and support</p>	<p>Children undertake formal diagnostic assessment through a recognised programme in school; additional SCLN checklist are completed to identify needs; referred to the SALT for formal Speech and Language assessment; additional support is put in place as part of our PP Strategy to ensure Pupil Progress. Achievement will be measured through termly assessment as well as through any direct Speech and language assessments undertaken with identified children.</p>
<p>Challenge 3:</p> <p>To provide additional cultural experiences are provided for those children who may benefit from life experiences that their family unit is not yet able to provide for them as a standard.</p>	<p>Each Pupil Premium child's additional support and cultural experiences are recorded on a pupil passport each term; Opportunities are built into and added onto the curriculum for Pupil Premium children to experience in order that a range of opportunities are experienced across the time the child attends Chadsmead. Measurement will be made through the range of type of experiences undertaken by the pupil during the year allowing future planning for opportunities.</p>
<p>Challenge 4:</p> <p>To involve and engage parents in their children's learning through open days, workshops and additional curriculum experiences during the school year.</p>	<p>Opportunities to involve parents are to be re-established this year following school closures and covid related guidance that has prohibited the direct involvement of parents within school to support their child's learning. Parent feedback will be obtained to ensure that this has occurred and to identify future ideas from parents as to where they would like to have more opportunities to be involved with their child's learning and understanding the needs of technology.</p>
<p>Challenge 5:</p> <p>To ensure all pupils, where possible, Children feel valued and attend school for more than 96% of the year to enable the best possible outcomes for their learning.</p>	<p>To track and monitor through rigorous systems the attendance and reasons for absences, ensuring that where possible all children achieve more than 96% attendance / To praise and reward success through the school's celebration systems / To have access to mentoring services / To develop experiences of the Arts.</p>

Activity in this Academic Year 2021 - 2022

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: **£ 45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Termly Review and update
Maths Mastery Programme	All classes from Reception to Year 5 follow the QFT Maths Mastery Programme for teaching maths: EEF Toolkit Within Class Attainment grouping + 2 months	Challenge 1	Autumn Review 2021: Y5 teachers have undergone training through Maths Mastery courses. Assessment of pupils undertaken and diagnostic gap analysis undertaken to inform teaching; Pupils identified for targeted intervention for spring term
Read Write Inc Phonics Programme	All classes from Nursery to Year 2 follow the RWInc Phonics Programme: EEF Toolkit Within Class Attainment grouping + 2 months	Challenge 1	Autumn Review 2021: Assessment for RWInc groups undertaken and groups updated based on data outcomes; good progress being made;
Accelerated Reader Reading Systems	All classes from Year 2 to Year 6 follow QFT Guided reading including the Accelerated Reader Programme in order to be taught how to infer meaning from context; summarise or identify key points; use graphic or semantic organisers; develop questioning strategies: EEF Toolkit Within Class Attainment grouping + 2 months	Challenge 1	Autumn Review 2021: Assessment in reading undertaken at the end of Autumn term; organisers being developed for theme learning to support reading and recall; Reading vipers used to structure questioning within class. Development areas identified by reading lead for spring term; early bird reading groups in KS2 to support inference and deduction skills and reading practise.
NELI Programme / Welcome Program	Nursery and Reception Classes undertake SCLN Focused teaching and learning including the NELI Programme: EEF Toolkit	Challenge 1, 2	Autumn Review 2021: Assessment in NELi and Welcom undertaken at the end of Autumn term; Speech and Language programmes in place – 20 week programme

	Within Class Attainment grouping + 2 months		continues into spring term for identified children. Further referral also made based on work and assessment outcomes;
EYFS – Nursery Provision (Retention of staffing to maintain provision)	Nursery Provision is open from aged 2 onwards, encouraging parents to bring children to the EYFS setting from this age onwards: EEF Toolkit Within Class Attainment grouping + 2 months	Challenge 1, 2, 3	Autumn Review 2021: Nursery staffing is in place. EYFS assessments undertaken and children targeted for spring term / referrals made
Feedback	Whole school revised school marking and feedback policy and training – September 2021: EEF Toolkit Feedback + 6 months	Challenge 1	Autumn Review 2021: Feedback policy is in place; book scans and reviews have identified development areas and these are being addressed; regular book scans continue by subject leaders and SLT.

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

Budgeted cost: **£ 45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Termly Review and update
Targeted Support - Phonics	Small Read Write Inc groupings across the Key stage that systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them - EEF Toolkit Phonics + 5 months / EEF Toolkit small group tuition + 4 months	Challenge 1	Autumn Review 2021: Assessment in reading undertaken at the end of Autumn term; Small groups for phonics continues in the spring term; Good progress is being made
Targeted Support - Reading	Accelerated reader 1:1 reading support including precision teaching - EEF Toolkit Individualised Instruction + 4 months Targeted guided reading support in class & Use of structured questioning	Challenge 1	Autumn Review 2021: Assessment in reading undertaken at the end of Autumn term; Children identified to be targeted by staff through Quality First teaching and additional interventions to develop

	<p>inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; - EEF Toolkit Reading comprehension + 6 months & EEF Toolkit's Oral Language Interventions + 5 months</p> <p>Pupil Progress targeted fluency / comprehension / vocabulary support; EEF Toolkit small group tuition + 4 months</p> <p>Before school Reading intervention KS2 Autumn/Spring - EEF Toolkit Extending school time + 3 months</p>		pupil progress; before school reading groups target specific children identified through data outcomes;
Targeted Support - Maths	<p>Pupil progress targeted arithmetic support; EEF Toolkit small group tuition + 4 months</p> <p>Maths mastery meetings; - EEF Toolkit Mastery Learning + 5 months</p> <p>Before school maths intervention KS2 Spring/Summer- - EEF Toolkit Extending school time + 3 months</p>	Challenge 1	Autumn Review 2021: Assessment in arithmetic undertaken at the end of Autumn term; regular maths mastery meetings continue to develop arithmetic skills through maths meetings each week; early bird and targeted support session focus on four rules and multiplication tables; Online access to times tables rockstars and maths for parents purchased for this academic year.
Targeted Support - Writing	<p>Structured handwriting intervention groups; EEF Toolkit small group tuition + 4 months</p> <p>Pupil progress targeted writing composition support EEF Toolkit small group tuition + 4 months</p>	Challenge 1	Autumn Review 2021: Handwriting intervention groups in place; Pen licence uptake has increased and weekly handwriting session continue to be in place and on entry handwriting support for targeted pupils. Turbo grids used across the curriculum as well as in writing
Targeted Support - Communication	<p>1:1 SPLT programmes - EEF Toolkit One to One tuition + 5 months</p> <p>Pupil Progress targeted communication / play support /EEF Toolkit</p>	Challenge 2	Speech and language support has been in place through TEAMs sessions; programmes followed through EYFS continuous provision and through Welcome/NELi programmes

	<p>small group tuition + 4 months</p> <p>Pre tutoring theme vocabulary; QFT speaking in sentences; & Reading aloud and book discussions to create a language rich curriculum</p> <p>- EEF Toolkit's Oral Language Interventions + 5 months</p>		<p>ona 1:1 basis. Vocabulary focus across the curriculum - previous vocabulary / new vocabulary; Oracy Project introduced across school to develop speech across school in order to develop explanations and vocabulary through speaking and listening</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£ 36,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Termly Review and update
External Forest Area Construction	Our outdoor area is aimed to develop collaborative learning experiences with practical problem-solving, explicit reflection and discussion of thinking, developed further from our sensory garden created during 2020/2021: EEF Toolkit Outdoor Adventure learning - +/- unknown	Challenge 3	Area of forest cleared and now accessible for children. Further work to be undertaken for children to access; Sensory garden used for special events, reflection, learning; plans to develop orienteering points to add to the outdoor learning experience and use of school grounds.
Arts Theme weeks: Arts Participation	Three arts weeks are planned during this year; Music tuition remains subsidised for PP children and additional groups re drama/dance or utilised and targeted for PP children during the year when available: EEF Toolkit Arts Participation + 3 months	Challenge 5	Autumn Review 2021: Art week 1 undertaken with great success; pupil voice undertaken and art week 2 planned for spring term
Youth Mentoring Programme	Weekly sessions with trained mentor within school are provided for identified children: EEF Toolkit Mentoring + 2 months	Challenge 5	Autumn Review 2021: Programme in place supporting children has been successful; targeted children identified for spring term.
Parental Engagement	Redevelop parental workshops / opportunities to learn alongside the	Challenge 4	Autumn Review 2021: Parent support group established and has held 2

	pupils in literacy & maths; develop support for home learning (website & MyEd App) & Support for families in crisis (PP Champion); EEF Toolkit Parental Engagement + 4 months		meetings; workshops have been delivered in Nursery rhymes, Arithmetic and Speech and Language; future workshops planned; Referrals and support provided to families in need; home learning available on school website each week; Additional support by staff when required by parents on a needs basis; IXL, spag.com, maths for parents, Times Table Rock Stars in place to support home learning.
Wellbeing & Jigsaw programme & celebration worship (assembly)	Approaches to maintain and develop our positive school ethos; promote attendance (attendance officer); & delivery of Jigsaw PSHE programme that underpins our school values; EEF Toolkit Social and Emotional Learning + 2 months	Challenge 5	Autumn Review 2021: Jigsaw session continue weekly; Pupil mental health champion undertaking training; audits have been undertaken and weekly celebration assemblies occur; celebration of attendance at end of autumn term and weekly celebration – star pupil often identifies PP children.

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Please refer to our school website for previous year' Pupil Premium Strategy and outcomes:

https://www.chadsmeadacademy.co.uk/web/pupil_premium/371195

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	

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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

Other useful information:

- <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements>
- [Guide to the pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/guide-to-the-pupil-premium)
- [Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit)