

Chadsmead Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | (82 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022 – 2023 2023 – 2024 2023 - 2025 |
| Date this statement was published | September 2022 |
| 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

| Detail | Amount |
|---|--------------------|
| Pupil premium funding allocation this academic year | £110,874.00 |
| Recovery premium funding allocation this academic year | £11,745.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | None |
| 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 | £122,619.00 |

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?

- 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 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 analysis of pupil attainment and progress results over time;
- 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 / 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: The attainment and progress of identified children in phonics, reading, writing and maths</p> | <p>To monitor and assess levels of Attainment through diagnostic assessment (including verbal/written feedback, Summative and Formative assessment; Reading comprehension and accuracy standardised score assessments; Spelling standardised score assessments) in order to identify gaps in learning at strategic assessment points throughout the year</p> <p>To accurately identify those children requiring further support or intervention to aid their academic progress and attainment.</p> <p>To identify and measure progress through comparison of assessment data at strategic assessment points throughout the year</p> <p>To ensure appropriate challenge and support during differentiated classroom practice is fully utilised.</p> <p>To ensure additional targeted support is put in place on a termly basis to ensure the gaps identified are addressed and learning moves forward.</p> <p>To improve levels of children's attainment</p> |
| <p>Challenge 2: Low levels of language acquisition / speech and language communication needs</p> | <p>To undertake formal diagnostic assessment through a recognised SCLN programme in school;</p> <p>To undertake additional SCLN checklists to identify specific SCLN needs;</p> <p>To use the findings of the assessments and checklists to provide additional support during EYFS and/or make referrals to SALT for formal Speech and Language assessment;</p> <p>To provide additional targeted support in EYFS and with individual children where necessary follow SALT assessment</p> <p>To monitor and track progress made by children undertaking additional support programmes via teacher observations, pupil voice, termly formal assessment within school and through any direct Speech and language assessments undertaken with identified children.</p> <p>To have developed Oracy skills across the whole school in order to support and develop all children's speaking, listening and communication skills.</p> |
| <p>Challenge 3: Additional cultural & life experiences</p> | <p>To construct and record a pupil Passport for each Pupil Premium child annually in order to record the experiences undertaken.</p> <p>To build a new curriculum that includes a range of opportunities and experiences for each child whilst they attend Chadsmead.</p> <p>To provide a range of extra-curricular activities and wider curriculum activities to enhance pupil experience.</p> <p>To identify the type of experiences not yet undertaken by the pupils during the year that may help to inform future planning and learning opportunities.</p> |

| | |
|---|--|
| <p>Challenge 4: Parental Engagement</p> | <p>To hold a range of meetings, workshops, events, support opportunities and community based experiences that involve parents in their child's learning journey.</p> <p>To make available technology access for parents/carers within school should parents/carers be unable to access online information relating to school information.</p> <p>To maintain communication with parents through an up to date website and easily accessible communication app (MyEd)</p> |
| <p>Challenge 5: Improve attendance of identified vulnerable children.</p> | <p>To continue to rigorously track and monitor attendance / reasons for absences, ensuring where possible that all children achieve more than 96% attendance</p> <p>To continue to identify, obtain, record reasons given for all absences and act upon those which are not appropriate reasons for absence</p> <p>To praise and reward success through the school's celebration systems</p> <p>To signpost parents and children to support services in order to support any underlying causes / reasons for absence that cannot be addressed within school.</p> |

Activity in this Academic Year 2022 - 2023

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: **£ 74,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Termly Review and update |
|----------------------------------|---|-------------------------------|--|
| Maths Mastery Programme | All classes from Reception to Year 6 follow the QFT Maths Mastery Programme for teaching maths; My Mastery CPD ongoing for all staff via online access; Additional My Mastery CPD Y6 Staff: EEF Toolkit Within Class Attainment grouping + 2 months | Challenge 1 | <p><u>Autumn Term Outcomes</u> Y6 have undertaken training to deliver My Mastery Approach, Children have been grouped according to their need and additional sessions in place for those children requiring additional support through targeted groups work. Children are making progress in their maths journey in each year group across school.</p> <p><u>Spring Term Outcomes</u> Ongoing access to Mastery resources has allowed staff to continue their own professional development journeys with maths mastery. Intervention and targeted support for identified groups of pupils based on data outcomes from the end of the autumn term have been identified and support put into place. Staff leading intervention groups have identified focus areas for additional support and delivery. Arithmetic recall sessions have been introduced across all maths lessons to revisit previous learning in an aim to maintain arithmetic skills between units or work.</p> <p><u>Summer term Outcomes</u> Year 5 staff undertook a pilot project for Maths mastery to trial a new module. Staff attended additional training and resources were implemented in line with new research. Intervention and targeted support for identified groups of pupils based on data outcomes from the end of the spring term have been identified and support put into place. Staff leading intervention groups have identified focus areas for additional support and delivery. Arithmetic recall sessions have been further embedded across all maths lessons to revisit previous learning in an aim to maintain arithmetic skills between units or work.</p> |
| Read Write Inc Phonics Programme | All classes from Nursery to Year 2 follow the RWInc Phonics Programme; Intervention Programme run for LKS2; Fresh Start Programme run for UKS2: EEF Toolkit Within Class Attainment grouping + 2 months | Challenge 1 | <p><u>Autumn Term Outcomes</u> All children across Reception, year 1 and year 2 undertake daily phonic lessons of one hour; Children are assessed every 6 weeks and re-grouped according to need; Those in KS1 who have completed their phonic journey continue to develop their reading skills through Whole Class reading strategies with the reading lead. Those requiring additional phonic support in UKS2 attend after school Fresh Start Intervention sessions and Underperforming children are targeted through precision teaching.</p> <p><u>Spring Term Outcomes</u> Children completing their Read Write Inc journey have entered whole class reading groups in year 2 and above following 6 weekly assessments. Pupils remaining within their Read Write Inc learning journey have been regrouped every 6 weeks according to their need. Children requiring additional focus on phonic support in year 3 have received additional precision teaching to aid recall of specific sounds and those requiring targeted intervention within RWInc groups have been identified and monitored.</p> <p><u>Summer Term Outcomes</u></p> |

| | | | |
|------------------------------------|---|----------------|---|
| | | | Children completing their Read Write Inc journey have continued to enter whole class reading groups in year 2 and above following 6 weekly assessments. Pupils remaining within their Read Write Inc learning journey have been regrouped every 6 weeks according to their need. Children requiring additional focus on phonic support in year 3 have received additional precision teaching to aid recall of specific sounds and those requiring targeted intervention within RWInc groups have been identified and monitored. Children requiring revisiting of phonic knowledge in Year 5 and year 6 have undertaken Fresh Start intervention to address identified gaps |
| 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 | <p><u>Autumn Term Outcomes</u></p> <p>Children are making progress in their reading journey in each year group across school. Additional reading support is targeted in year 6 through before school intervention reading sessions; whole class reading sessions continue across school with quality age-appropriate texts with those requiring additional support attending reading intervention groups before school or during school to develop fluency and comprehension skills.</p> <p><u>Spring Term Outcomes</u></p> <p>Children have continued to make progress across year groups in their whole class reading and personal reading through the use of AR star reader quizzing and reading books within their personal ZPD range. Additional reading support continues to be targeted in year 6 before school, year 5 in small, guided reading groups and in year 3 with precision teaching. Targeted support in class is in place for those identified as working below and requiring additional support and teacher's have used the information to identify individual pupil's areas of need from AR to guide their support within class.</p> <p><u>Summer Term Outcomes</u></p> <p>Children have made good progress in their reading this academic year. Support was given weekly, through additional reading sessions, intervention groups and targeted QFT to ensure progress in phoneme awareness, fluency and pace and comprehension skills. Quality texts have been planned for and used in whole class reading sessions. The use of STAR reader assessments has identified gaps in learning and enabled targeted support. Many of our pupils are reading above their expected age.</p> |
| NELI Programme / Welcome Program | Nursery and Reception Classes undertake SCLN Focused teaching and learning including the NELI Programme: EEF Toolkit Within Class Attainment grouping + 2 months | Challenge 1, 2 | <p><u>Autumn Term Outcomes</u></p> <p>NELI and Welcome programme followed for identified children in addition to specific SCLN support advised through Speech and language therapy service for specific needs. Children grouped accordingly for teacher led sessions.</p> <p><u>Spring Term Outcomes</u></p> <p>NELI and Welcome programme continue to be followed for identified children in addition to specific SCLN support advised through Speech and language therapy service for specific needs. Children grouped accordingly for teacher led sessions. Work has led to additional pupils being referred for Speech and Language therapy assessment with the NHS</p> <p><u>Summer Term Outcomes</u></p> <p>NELI and Welcome programme continue to be followed for identified children in addition to specific SCLN support advised through Speech and language therapy service for specific needs. Children grouped accordingly for teacher led sessions. Work has led to additional pupils being referred for Speech and Language therapy assessment with the NHS</p> |
| Whole School Oracy Project | All classes from EYFS to Year 6 will begin to develop a greater focus on Oracy within the classroom; Oracy & Storytelling CPD Pre tutoring theme vocabulary; QFT speaking in sentences; & Reading aloud and book discussions to create a language rich curriculum - EEF Toolkit's Oral Language | Challenge 2 | <p><u>Autumn Term Outcomes</u></p> <p>Whole school training for staff on Oracy has taken place in a series of staff meetings. A greater whole school focus on Oracy is occurring as a result. Whole school vocabulary focus through subject specific vocabulary has been planned and implemented with each subject area and unit of work having key vocabulary related to learning taught throughout the series of related and sequential lessons. Opportunities for children to speak aloud in class are built into the lesson sequences alongside public speaking opportunities in assembly and in celebrations.</p> <p><u>Spring Term Outcomes</u></p> <p>Oracy has developed into a whole school focus currently being embedded across all subjects ensuring previous vocabulary and new vocabulary is discussed and understood to aid pupil's understanding and memory recall of previous learning. Story telling INSET has taken place and created the focus for a whole</p> |

| | | | |
|---|---|-------------------|--|
| | Interventions + 5 months | | <p>storytelling week where classes focussed fully on the different aspects and features of storytelling structure and delivery. Speaking in full sentences continues to remain a feature of whole school practice and expectation along with reading aloud and discussing whole class texts through reading. Where possible pre-teaching of vocabulary at the start of a unit of work has helped to introduce new vocabulary to children that may not have been exposed to it alongside the introduction of 'suave word of the week'</p> <p><u>Summer term Outcomes</u></p> <p>Progress of children's oracy has continued this term through the focus of public speaking and debate skills. This has seen a significant increase in children's confidence to speak in front of others and support their viewpoints with evidence and facts.</p> |
| 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 | <p><u>Autumn Term Outcomes</u></p> <p>Nursery setting has remained open and staffed during the autumn term allowing for early identification of need and development of children's learning prior to Reception intake.</p> <p><u>Spring Term Outcomes</u></p> <p>Nursery setting has remained open and staffed during the spring term welcoming a new intake of pupils allowing for early identification of need and development of children's learning prior to Reception intake. Early work with Speech and Language has identified children that require additional support with SCLN needs resulting in referrals for formal assessment of SCLN via the NHS</p> <p><u>Summer term Outcomes</u></p> <p>Nursery setting has remained open and staffed during the summer term welcoming a new intake of pupils allowing for early identification of need and development of children's learning prior to Reception intake. Continued work with Speech and Language has identified children that require additional support with SCLN needs resulting in referrals for formal assessment of SCLN via the NHS and identified children that may be of concern as they move to Reception on their pathway to meet the ELG.</p> |

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

Budgeted cost: **£26,000**

| 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 | <p><u>Autumn Term Outcomes</u></p> <p>Staff, HLTAs and TAs lead RWInc group teaching session each day; The RWinc lead works alongside staff to adapt teaching to meet individual needs and develop structured strategies to ensure children make as much progress as possible.</p> <p><u>Spring term Outcomes</u></p> <p>Small group tuition remains in place based on autumn term outcome data; Positive outcomes have been shown in data at the end of the 6 week periods of assessments and adjustments made accordingly to groups and targeted support to maximise outcomes. An additional group was implemented during the spring term to accommodate a wider sphere of need. This worked well and ensured children's needs were not compromised placed in a group above or below their level of need</p> <p><u>Summer term Outcomes</u></p> <p>Small group tuition remains in place based on spring term outcome data; Positive outcomes have again been shown in data at the end of the 6 week periods of assessments and adjustments made accordingly to groups and targeted support to maximise outcomes. Groups were reduced to accommodate a change in need as more children</p> |

| | | | |
|----------------------------|--|-------------|---|
| | | | completed the phonics journey and transferred to whole class reading – additional support has been placed in whole class reading to meet this need and reduce whole class reading class sizes to ensure small groups were maintained. |
| Targeted Support - Reading | <p>Recovery Funding – Tutoring</p> <p>Accelerated reader 1:1 reading support including precision teaching - EEF Toolkit Individualised Instruction + 4 months</p> <p>Targeted guided reading support in class & Use of structured questioning 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> | Challenge 1 | <p><u>Autumn Term Outcomes</u></p> <p>The SENCO, HLTA's and TAs deliver Precision teaching to enable word recall through 1:1 instruction in KS1 and Lower KS2 for identified children. This can be sight recognition words, common exceptions words and / or Rwinc Sounds. Progression is tracked alongside other reading interventions through normal monitoring systems to ensure the most progress is made in reading as is possible.</p> <p>Rwinc, Phonic Intervention, Precision teaching, reading fluency and comprehension intervention takes place across all year groups.</p> <p><u>Spring Term Outcomes</u></p> <p>Precision teaching has continued during the spring term to target individual needs. greater focus has been placed on whole class reading for those exiting the Phonics programme and developing skills to deduct, infer and identify key points based on the reading Vipers and questioning of a text.</p> <p><u>Summer Term Outcomes</u></p> <p>Before school reading club has continued to engage more reluctant readers in KS2 by providing opportunities to read before school (in addition to providing toast for breakfast) Positive results have been seen in motivation and word count as well as accuracy in quizzing for these pupils. Before school reading groups in LKS2 have developed tracking techniques and physical reading skills such as decoding and language understanding to aid the comprehension of texts for children working below age related expectations.</p> |
| Targeted Support - Maths | <p>Recovery Funding – Tutoring</p> <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 | <p><u>Autumn Term Outcomes</u></p> <p>Targeted maths intervention is delivered by Teachers, HLTA's and TAs across school. This occurs in both small groups and in some cases 1;1 tuition. Before / after maths tuition has not occurred in Autumn term. Maths lead continues to work with staff to implement the strategy across school and develop learning where needs are identified.</p> <p><u>Spring term Outcomes</u></p> <p>Targeted intervention groups have identified and support cY6 children towards SATs in their arithmetic, especially fractions, percentage and written methods. Sessions have resulted in gained confidence as well as accuracy and these have been shown in class lessons and practise papers before the examinations in May. Additional focus on times table recall in Year 4 I preparation for Time tables tests have also helped with online access and after school maths groups for identified pupils.</p> <p><u>Summer Term Outcomes</u></p> <p>Spring term provision has continued in meeting pupil needs working below age related expectations in areas identified through gap analysis or tests and class work. Pupil Progress support has continued both through targeted work in class and additional support and intervention both in small groups and through one to one tuition for specific pupils based on their need.</p> |
| Targeted Support - Writing | <p>Recovery Funding – Tutoring</p> <p>Structured handwriting intervention groups; EEF Toolkit small</p> | Challenge 1 | <p><u>Autumn Term Outcomes</u></p> <p>HLTA's and TAs deliver fine motor skill intervention in addition to QFT teaching handwriting; structured handwriting programmes are followed and adapted for individuals and a range of scaffolds are used.</p> |

| | | | |
|--|---|-------------|---|
| | group tuition + 4 months Pupil progress targeted writing composition support EEF Toolkit small group tuition + 4 months | | <p><u>Spring Term Outcomes</u> Handwriting interventions have proved challenging to find consistent impact across school. Individuals have made personal improvements however a large range of strategies and teaching has created a strategies area for development to be addressed both through SEND support and quality first teaching. Greater analysis is required throughout the summer term.</p> <p><u>Summer term outcomes</u> Observations and information gathered have identified the need for a more consistent guided approach to teaching handwriting – A detailed analysis of need has been undertaken and a strategy formulated to address this in the autumn term across both SEND and Writing provisions.</p> |
| Targeted SCLN Communication support – Welcom & SPLT Programmes | 1:1 SPLT programmes - EEF Toolkit One to One tuition + 5 months; Identified children follow Welcom programs or 1:1 Speech and language therapy programmes as directed by SALT team: EEF Toolkit Within Class Attainment grouping + 2 months Pupil Progress targeted communication / play support /EEF Toolkit small group tuition + 4 months | Challenge 2 | <p><u>Autumn Term Outcomes</u> HLTAs and TAs deliver Speech and Language programmes following therapists' guidance.in addition to targeted practise of skills and sounds through QFT teaching during the school day. Eighteen pupils across school are supported in this way</p> <p><u>Spring Term Outcomes:</u> HLTAs and TAs continue to deliver Speech and Language programmes following therapists' guidance.in addition to targeted practise of skills and sounds through QFT teaching during the school day - Five pupils have been re-referred to NHS Services for an update; Five pupils currently have programmes that are up to date in school; Nine pupils are awaiting ne programmes following assessment during the spring term and one pupil has been discharged from the service.</p> <p><u>Summer term Outcomes</u> HLTAs and TAs continue to deliver Speech and Language programmes following therapists' guidance.in addition to targeted practise of skills and sounds through QFT teaching during the school day – Ten pupil await re-assessment to update their speech and language needs; Four pupils currently have programmes in school and Five pupils have been discharged from the service for completion of work</p> |

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

Budgeted cost: **£ 22,500**

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Termly Review and update |
|---|--|-------------------------------|---|
| Musical Instrument Tuition, Choir & Music Online access | 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 3 | <p><u>Autumn Term Outcomes</u> Musical tuition continues to be offered to all whom wish to up take tuition and remains subsidised by school. Families are supported where possible. School choir is also offered before school each week for no additional costs to families. All children took part in celebratory Christmas music events in school with those undertaking tuition performing individually or small groups</p> <p><u>Spring Term Outcomes</u> Musical tuition continues to be offered to all whom wish to up take tuition and remains subsidised by school.. Families are supported where possible. School choir is also offered before school each week for no additional costs to families. All children took part in celebratory Easter music events in</p> |

| | | | |
|--|---|-------------|--|
| | | | <p>school with those undertaking tuition performing individually or small groups</p> <p><u>Summer Term Outcomes</u></p> <p>Musical tuition continues to be offered to all whom wish to up take tuition and remains subsidised by school.. Families are supported where possible. School choir is also offered before school each week for no additional costs to families. All children had the opportunity to take part in Chadsmead Got Talent Summer events in school with those undertaking tuition performing individually or small groups after school.</p> |
| Residential subsidy | EEF Toolkit Social and Emotional Learning + 2 months | Challenge 3 | <p><u>Autumn Term Outcomes</u></p> <p>Where necessary allowances have been implemented to support families with residential costs for those attending Y6 residential to Whitemoor Lakes.</p> <p><u>Spring Term Outcomes</u></p> <p>Where necessary allowances have been implemented to support families with the costs of educational visits to ensure year groups can experience the learning opportunities planned when costs are not covered by family contributions.</p> <p><u>Summer Term Outcomes</u></p> <p>Where necessary allowances have continued to have been implemented to support families with the costs of educational visits to ensure year groups can experience the learning opportunities planned when costs are not covered by family contributions.</p> |
| Speech and Language based Theme weeks: | <p>Three language based theme weeks are planned during this year;</p> <p>EEF Toolkit Social and Emotional Learning + 2 months</p> | Challenge 2 | <p><u>Autumn Term Outcomes</u></p> <p>Oracy training has been undertaken by staff and a Story telling theme week planned for Spring term. Jigsaw lessons continue to focus on social and emotional literacy as well as the updated school behaviour and relational policy based on restorative Practice training from last academic year.</p> <p><u>Spring Term Outcomes</u></p> <p>Further Story Telling training has been undertaken by staff and a Story telling theme week planned for Spring term; Jigsaw lessons continue to focus on social and emotional literacy as well as the embedding of the school behaviour and relational policy based on restorative Practice training from last academic year</p> <p><u>Summer Term Outcomes</u></p> <p>Further Public Speaking training has been undertaken by staff and a Public Speaking theme week planned for Summer term; Jigsaw lessons continue to focus on social and emotional literacy as well as the embedded school behaviour and relational policy based on restorative Practice training from last academic year</p> |
| Youth Mentoring Programme | Weekly sessions with trained mentor within school are provided for identified children: EEF Toolkit Mentoring + 2 months | Challenge 5 | <p><u>Autumn Term Outcomes</u></p> <p>Children continue to be supported through the Engage Youth mentoring programme although a limited number of mentors have been available in the autumn term it is hoped more can be allocated in the spring term. Additional support continues to be available or all children provided with parental permission and that meet criteria through Action for Children.</p> <p><u>Spring Term Outcomes</u></p> <p>Children continue to be supported through the Engage Youth mentoring programme Additional support continues to be available for all children through the school's SEMH offer / SENCO support and additionally through Action for Children should parents give permission or self-refer.</p> <p><u>Summer Term Outcomes</u></p> <p>Children continue to be supported through the Engage Youth mentoring programme Additional support continues to be available for all children through the school's SEMH offer / SENCO Support and additionally through Action for Children should parents give permission or self-refer..</p> |
| Parental Engagement | Further develop parental workshops / opportunities; communication | Challenge 4 | <p><u>Autumn Term Outcomes</u></p> <p>Workshop in the autumn term have taken place including an Engage Youth Mentoring Information session for parents.</p> |

| | | | |
|--|--|--------------------|---|
| | <p>avenues (website & MyEd App) & Support for families in crisis (PP Champion); EEF Toolkit Parental Engagement + 4 months</p> | | <p>Workshops for Anti bullying and additional workshops have been delivered through School of Kindness and Engage Youth mentoring.</p> <p><u>Spring Term Outcomes</u></p> <p>Parental workshop have also been held this term with Malachi; Active parental contact has been undertaken for families whose children have shown that they need help and support through words/actions. Additional parental pathways have been created to help inform parents for Speech and Language needs, ASD diagnosis and Dyslexic diagnosis due to parental misconceptions as to who will undertake diagnosis.</p> <p><u>Summer Term Outcomes</u></p> <p>Parental workshop have also been held this term with Action for Children and SENDIASS to offer support to parents who may require additional help or support and ongoing active parental contact has been undertaken for families whose children have shown that they need help and support through words/actions. Action for Children have attended school events to allow parents to access their information more readily.</p> <p>There has been a larger number of children needing help that do not meet criteria set by external agencies and are therefore supported by the school SEMH offer and what parents can provide. For these families they are signposted to Young Minds and other relevant website on a need by need basis by the SENCO</p> <p>School continues to maintain an open door policy at all times and encourages parents to speak to Mrs Cadman for any additional help or support needs. The school website has information regarding all of the support on offer for parents.</p> |
| <p>Jigsaw programme & celebration worship (assembly)</p> | <p>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</p> | <p>Challenge 3</p> | <p><u>Autumn Term Outcomes</u></p> <p>Jigsaw PSHE programme continues to be delivered weekly and weekly celebration assemblies share positive outcomes from the week in and out of school to help boost self-esteem and emotional empathy.</p> <p>Regular reviews regarding attendance are undertaken by the attendance officer to identify families that may need additional help or support and can then be contacted by the attendance officer. School follows the recommended systems and procedures set out by the local authority.</p> <p>Assemblies (collective Worship) occur daily – these in include whole school collective worship, singing focused collective worship and class based collective worship including a focus on beliefs and picture news to ensure pupils are aware of current issues nationally and around the world as well as promote and develop our school ethos and sense of belonging to the Chadsmead Family.</p> <p><u>Spring Term Outcomes</u></p> <p>Assemblies to introduce each theme are embedded into school practise in order to set the theme for the half term. This has ensued that the whole school community are aware of the term's unit and the focus within it.</p> <p>Direct contact with families where attendance is a concern has resulted in some positive changes. Where change has not been possible further referrals have been made by the school to tier 3 family support workers to support attendance issues.</p> <p>Assemblies continue to ensure that a positive school ethos and whole school values are embedded and revisited creating a sense of belonging.</p> <p><u>Summer Term Outcomes</u></p> <p>Changing Me summer term modules have been supplemented with RSE focus;</p> <p>Direct contact with families where attendance is a concern has continued and again resulted in some positive changes. Where change has not been possible further referrals have been made by the school to tier 3 family support workers and some families have been fined as a result.</p> <p>Assemblies continue to ensure that a positive school ethos and whole school values are embedded and revisited creating a sense of belonging.</p> |

| | | | |
|----------------------|--|-------------|--|
| Restorative Practise | Approaches to maintain and develop our positive school ethos; Promote behaviour for learning & emotion coaching/regulation: EEf toolkit Social and Emotional Learning + 2 months | Challenge 5 | <p><u>Autumn Term Outcomes</u> Restorative Practise policy has been implemented and is in place. Parent meetings have been planned for spring term; Governors have been involved in the process of developing this change in culture from the onset.</p> <p><u>Spring Term Outcomes</u> Parent meetings were held in order that parents could learn more about restorative practise and the underpinning principles of the approach. The approach has continued to provide a structural framework for conversations when relationships fall apart for children in a significant way; A positive school ethos has been maintained and commented upon by external visitors to school. The approach has allowed for coaching and regulation opportunities between staff and pupils developing relationships more positively.</p> <p><u>Summer Term Outcomes</u> Pupil and staff voice has raised some challenges in consistency during lunchtimes which have been addressed however, on the whole the change of approach has resulted in positive outcomes for those requiring additional support to restore relationships where they have fractured..</p> |
| Attendance officer | | Challenge 5 | <p><u>Autumn Term Outcomes</u> Attendance continues to be monitored daily and first day phone calls and communication made for non-attendees in line with the school policy; additional contact is made with parent should absence become prolonged and additional support agencies involved with more significant cases with regard to attendance challenges when they occur for individual children.</p> <p><u>Spring Term Outcomes:</u> Regular reviews regarding attendance are undertaken by the attendance officer to identify families that may need additional help or support and can then be contacted by the attendance officer. Senior Leaders meet with parents where difficulties have been identified in order to establish how things could be changed and what help a family may need in order to change any current attendance patterns or challenges. School follows the recommended systems and procedures set out by the local authority.</p> <p><u>Summer term Outcomes</u> Direct contact with families where attendance is a concern has continued and again resulted in some positive changes. Where change has not been possible further referrals have been made by the school to tier 3 family support workers and some families have been fined as a result.</p> <p>Reward systems continue to be in place for attendance and Never Lates at the end of each term and parents are notified by letter as to their child's attendance levels each term.</p> |

Total budgeted cost: £ 122,500

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 2022 to 2023 academic year.

Please refer to our school website for previous year's 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 | 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 |
| 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

Other useful information:

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