Chadsmead Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Applications for Free School Meals

Parents/carers wishing to apply for free school meals should contact the school office where you can complete an application form.

Further information can be located at: www.staffordshire.gov.uk/education/Educational-awards-benefits/FreeSchoolMeals/Overview.aspx

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

Infant aged children (those in Reception, Year 1 or Year 2) can receive free school meals even if they don't meet the entitlement criteria listed below. However, for every pupil registered with the council as eligible under the entitlement criteria, the school will receive additional funding called 'Pupil Premium' which we use to help raise achievement levels as stated below. Therefore, if you meet any of the entitlement criteria, have a child in Reception, Year 1 or Year 2 and have not applied for Free School Meals, it is imperative that you do so in order to obtain additional funding for your child's school.

Entitlement criteria is -

- Income Support
- Income Based Job Seekers Allowance.
- Income Related Employment and Support Allowance.
- eligible for Child Tax Credit **but not** Working Tax Credit and the household income is not more that £16,190.
- The guaranteed element of State Pension Credit
- Support under part VI of the Immigration and Asylum Act 1999
- In receipt of the 4-week run on of working tax credit
- Universal credit

Criteria can be found at:

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

School overview

Detail	Data
School name	Chadsmead Primary Academy
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	Sept 2023 = 80 Pupils
Academic year/years that our current pupil premium strategy plan covers	2022 – 2023 **2023 – 2024** 2024 – 2025
Date this statement was published	September 2022
Date this statement has been updated	September 2023
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 (2022 – 2023)	Amount
Pupil Premium funding allocation last academic year	**£110,874.00**
Recovery Premium funding allocated last academic year	**£11,745.00**
Pupil premium funding carried forward from previous years	**None**
Total budget for this academic year	**£122,619.00**
Detail (2023 – 2024)	
Pupil Premium funding allocation this academic year	**£123.292.80**
Recovery Premium funding allocated this academic year	**£12,905**
Pupil premium funding carried forward from previous years	**None**
Total budget for this academic year	**£136,197.80**
Detail (2024 – 2025)	
Pupil Premium funding allocation next academic year	**TBC**
Recovery Premium funding allocated next academic year	**TBC**
Pupil premium funding carried forward next previous years	**TBC**
Total budget for this academic year	**TBC**

Part A: Pupil Premium Strategy Plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- All of our children should and will benefit from the teaching and learning opportunities that Pupil Premium funding provides across the curriculum.
- All pupils have access to high quality teaching and should when they require it additional targeted support and or intervention.
- All pupils, irrespective of being at a disadvantage or not, engage in all aspects of the school's life and are treated fairly and equally.
- Pupils in receipt of pupil premium are prioritised in the allocation of increased levels of support in areas of identified need.
- It is important to take a 'long term view' to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Appropriate provision is made for pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups to address identified gaps in learning, cultural capital and life experiences.
- Pupil premium spending is allocated following a needs analysis which identifies children with priority needs; those with the greatest need being children in receipt of free school meals whose progress is not rapid enough.
- Our Pupil Premium funding is spent in a wide and imaginative variety of ways, to benefit the wide variety of interests and needs of our children.
- Our Pupil Premium funding is spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available.

What are the key principles of your strategy plan?

- Pupil's needs are targeted and met to ensure the most effective progress can be made and attainment achieved for an individual pupil.
- Pupil's emotional wellbeing need are met as well as any social and emotional needs are addressed through school support systems supported by pupil premium funding allocations.
- Pupil's life experiences are enriched because of attending Chadsmead in order that they are aware of the world around them and develop high aspirations for their future selves.
- We are aware that pupils who receive free school meals are not necessarily socially disadvantaged or making inadequate progress.
- We are aware that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments indicate lower levels of academic attainment and progress of some identified disadvantaged children in phonics, reading, writing and maths.
2	Our assessments, observations and discussions with pupils have found that low levels of Speech and Language development exist for a large proportion of disadvantaged children on entry and in key stage 1, which can impact on children's understanding of vocabulary.
3	Discussion with pupils and internal analysis of our redesigned curriculum has identified that there is room for development with regard to the cultural experiences / opportunities experienced by some disadvantaged children that may result in lower levels of expected achievement and self –resilience.
4	Discussions with families of disadvantaged children and low levels of attendance at parental workshops and information sessions have indicated that there is a need to support learning for some identified disadvantaged pupil's life experiences, hopes and dreams including their exposure to technology.
5	Our attendance data indicates those who are Pupil Premium and have repeatedly not met the 96% threshold / persistently absent (despite the rewards that children receive through the school's celebration systems to ensure that all children are valued and received praise and rewards throughout their time at school for hard work and the school values) indicate that their absenteeism negatively impacts on their progress.

Intended outcome.

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

Intended outcome	Success criteria
Challenge 1: The attainment and progress of children in phonics, reading, writing and maths	Levels of children's attainment / pupil outcomes are improved by: • monitoring and assessing 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) • identifying gaps in learning at strategic assessment points throughout the year. • identifying children requiring further support or intervention to aid their academic progress and attainment. • identifying and measuring progress through comparison of assessment data at strategic assessment points throughout the year & adapt intervention and support strategies to meet identified needs. • ensuring appropriate challenge and support during QFT and differentiated classroom practice is fully utilised. • ensure additional targeted support is put in place on a termly basis to ensure the gaps identified are addressed and learning moves forward.
Challenge 2: Levels of language acquisition / speech and language communication needs	Levels of language acquisition and use have been improved by: • undertaking formal diagnostic assessment through a recognised SCLN programme in school (EYFS) • Undertaking additional SCLN checklists to identify specific SCLN needs for identified pupils • using the findings of the assessments and checklists to provide additional support during EYFS and/or make referrals to SALT for formal Speech and Language assessments. • Providing additional targeted support in EYFS and with individual children where necessary follow SALT assessment • Monitoring and tracking 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. • continuing to develop Oracy skills across the whole school in order to support and develop all children's speaking, listening and communication skills.
Challenge 3: Additional cultural & life experiences	Cultural experiences and wider curricular experiences have been developed through: • the analysis of current curriculum opportunities • the recording of experiences and cultural capital opportunities for Pupil Premium children annually

	- the ongoing construction and development of our revised curriculum that already includes a range of opportunities and experiences for each child whilst they attend Chadsmead. - a range of extra-curricular activities and wider curriculum activities to enhance pupil experiences. - Pupil voice 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.
Challenge 4: Parental Engagement	Higher levels of parental engagement have been obtained through: - a range of meetings, workshops, events, support opportunities and community-based experiences that involve parents in their child's learning journey. - technology access for parents/carers within school should parents/carers be unable to access online information relating to school information. - Improved communication systems with parents through an up-to-date website, weekly newsletter and easily accessible communication app (MyEd)
Challenge 5: Improve attendance of identified vulnerable children.	Sustained / Improved levels of attendance demonstrated by: - rigorous tracking and monitoring of attendance and reasons for absences, - Continuing to identify, obtain and record reasons given for all absences and act upon those which are not appropriate reasons for absence. - ensuring where possible that all children achieve more than 96% attendance using the DFE hub and Trust advice and guidance. - Continuous praise and reward of success through the school's celebration systems. - Continued signposting of parents and children to support services to support any underlying causes / reasons for absence that cannot be addressed within school.

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: Approx £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Termly Review and update
Development of the embedded Maths Mastery approach	• All children provided with arithmetic starter activity within lesson to address any gaps in learning. • All maths lessons differentiated support so that children meet the objective set out with additional support or scaffold. • Additional targeted support for children working below ARE within QFT and targeted intervention in addition to the lesson • Development of the knowledge-based curriculum that can respond to pupil need EEF Toolkit Within Class Attainment grouping + 2 months	Challenge 1	**Autumn Term Outcomes** TBC
Continued use of the Read Write Inc Phonics Programme	• All classes from Nursery to Year 2 follow the RWInc Phonics Programme. • Intervention Programme / small group support for LKS2. • Fresh Start Programme run for UKS2: • Whole class reading approach taught from Year 2 upwards for those children meeting ARE / secure phonic knowledge using a VIPER approach to learning reading skills. • Professional development to support the implementation and mentoring of others to effectively deliver RWINc Phonics programme and feedback. EEF Toolkit Within Class Attainment grouping + 2 months EEF Toolkit Phonics +5 months	Challenge 1	**Autumn Term Outcomes**
Continued use of Accelerated Reader Reading Systems	• All classes from Year 2 to Year 6 follow QFT whole class reading. • All pupils once their phonic knowledge is secure are included in the Accelerated Reader Programme • Key learning includes: learning new vocabulary, how to infer meaning from context; prediction, retrieval skills, summary skills • Development of high quality teaching of reading to support the VIPER reading approach through whole class teaching of reading. • Use of Accelerated Reader to support diagnostic assessment of reading EEF Toolkit Within Class Attainment grouping + 2 months	Challenge 1	**Autumn Term Outcomes**
Continuation of the NELI Programme / Welcome Program	• Nursery and Reception Classes undertake SCLN Focused teaching and learning including the NELI /. Welcom Programme: • Additional support is provided through external advice from NHS speech and Language therapy when assessments are	Challenge 1, 2	**Autumn Term Outcomes**

Activity		Challenge	Termly Review

	• undertaken for those children significantly below. • Support and mentoring for EYFS staff to deliver the approach EEF Toolkit Within Class Attainment grouping + 2 months		
Further development of the Whole School Oracy Project	• All classes from EYFS to Year 6 will embed oracy skills and storytelling through lessons. • Pre tutoring of subject specific vocabulary is a key feature of every lesson. • QFT expectations ensure speaking is in sentences. • Children are encouraged to develop their skills and confidence to reading aloud through whole class texts providing a language rich curriculum • Mentoring of teachers to support and implement the whole school approach EEF Toolkit's Oral Language Interventions + 5 months	Challenge 2	**Autumn Term Outcomes**
Continuation of Nursery Provision	• Recruitment and retention of staffing to maintain provision in for Nursery aged children. • Provision is open from aged 2 onwards allowing early identification of need prior to Reception. • Intakes occur at different points during the year encouraging parents to bring children to the EYFS setting from this age onwards: EEF Toolkit Within Class Attainment grouping + 2 months	Challenge 1, 2, 3	**Autumn Term Outcomes**

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: Approx. **£ 70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Termly Review and update
Continuation of Targeted Support - Phonics	• Small Read Write Inc groupings across EYFS & Key stage one that systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. • Year 3 and 4 pupils requiring input to secure phonics are included in the Read Write Inc small group sessions. • Year 5 and Year 6 pupils requiring input to secure phonics are included Fresh Start. • TA deployment to support quality first teaching in the classroom and the delivery of phonics catch up. • Teacher feedback to children about their phonics EEF Toolkit Phonics + 5 months EEF Toolkit small group tuition + 4 months EEF Toolkit Feedback +6 months EEF Teaching Assistant Interventions + 4 months	Challenge 1	**Autumn Term Outcomes**
Continuation of Targeted Support - Reading	• Accelerated Reader programme across Y2 – Y6 & Subscriptions	Challenge 1	**Autumn Term Outcomes**

	• Targeted reading support in class & through intervention and use of structured questioning • Pupil Progress groups focus on fluency, comprehension, or vocabulary. (reading resources) • Before school reading intervention for KS2 • 1:1 reading support including precision teaching • TA/Teacher deployment to support quality first teaching in the classroom and the delivery of reading • Teacher feedback to pupils about their reading • National Tutoring Programme (NTP) to provide small group tuition in writing for identified groups. EEF Toolkit Individualised Instruction + 4 months EEF Toolkit Reading comprehension + 6 months EEF Toolkit's Oral Language Interventions + 5 months EEF Toolkit small group tuition + 4 months EEF Toolkit Extending school time + 3 months EEF Toolkit One to one Tuition + 5 months EEF Toolkit Feedback +6 months EEF Teaching Assistant Interventions + 4 months		
Continuation of Targeted Support – Maths	Recovery Funding – Tutoring Mastery Approach to teaching and learning Pupil progress targeted arithmetic support. Before after/school maths intervention KS2 Times table Rock Stars Subscriptions EYFS Maths Subscription National Tutoring Programme (NTP) to provide small group tuition in writing for identified groups. Teacher feedback to pupils about their maths TA deployment to support quality first teaching in the classroom and the delivery of maths interventions. PPA and Year 6 staffing allows for reduced class sizes in some areas resulting in greater focused teaching and smaller teacher/pupil ratios.2 EEF Toolkit: reducing Class Sizes +2 months EEF Toolkit small group tuition + 4 months EEF Toolkit Mastery Learning + 5 months EEF Toolkit Extending school time + 3 months EEF Toolkit Feedback +6 months EEF Teaching Assistant Interventions + 4 months	Challenge 1	**Autumn Term Outcomes**
Continuation of Targeted Support – Writing	Recovery Funding – Tutoring Structured handwriting intervention groups; Pupil progress targeted writing composition support SpAG. Com Subscriptions for Y5 and Y6 Grammarsaurus Subscription National Tutoring Programme (NTP) to provide small group tuition in writing for identified groups. Teacher feedback to pupils about their writing TA/Teacher deployment to support quality first teaching in the classroom and the delivery of writing interventions EEF Toolkit small group tuition + 4 months EEF Toolkit small group tuition + 4 months	Challenge 1	**Autumn Term Outcomes**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Termly Review and update
Targeted SCLN Communication support – Welcom & SPLT Programmes	NELi / Welcome used for learning and targeted in EYFS 1:1 SPLT programme training and delivery for individual children. Pupil Progress targeted for communication & play support. Whole School Oracy Focus Oracy Poetry Basket Funding: Resources and Training (EYFS) Flash Academy Subscriptions (EAL) TA deployment to support the delivery of SpLT Programmes EEF Toolkit One to One tuition + 5 months; EEF Toolkit Within Class Attainment grouping + 2 months EEF Toolkit small group tuition + 4 months EEF Teaching Assistant Interventions + 4 months	Challenge 2	**Autumn Term Outcomes**

Row above continues from previous page header: "EEF Toolkit Feedback +6 months"

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

Budgeted cost: Approx **£ 7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Termly Review and update
Musical Instrument Tuition, Choir & Music Online access	Music tuition subsidised for PP children. Additional experiences relating to music / drama / dance. Choir before school: open to all. Sing Up Subscriptions Charanga Subscriptions Musical performances / Chadsmead's Got Talent EEF Toolkit Arts Participation + 3 months	Challenge 3	**Autumn Term Outcomes**
Online Safety / Technology	Online safety programme	Challenge 3	**Autumn Term Outcomes**
Residential subsidy	Y6 Residential to Whitemoor Lakes EEF Toolkit Social and Emotional Learning + 2 months	Challenge 3	**Autumn Term Outcomes**
Mentoring Programme	Engage Youth mentoring weekly sessions with trained mentor within school are provided for identified children: Urban Saints Lunchtime club: social skills EEF Toolkit Mentoring + 2 months	Challenge 5	**Autumn Term Outcomes**
Parental Engagement	Open Door Policy Parental workshops Parents evenings Parent Survey Website update Play & Stay Sessions (EYFS) Newsletter (Sway) Homework Support for families: Attendance officer &	Challenge 4	**Autumn Term Outcomes**

	Pupil Premium Champion roles to encourage and improvement attendance for identified children. EEF Toolkit Parental Engagement + 4 months EEF Toolkit Homework + 5 months		
PSHE / RSE programme	Positive School Ethos. Restorative Practice Jigsaw Programme School values. Collective Worship Picture News Children Workshops Go Big Go Awesome (Y6) Police Cadets EEF Toolkit Social and Emotional Learning + 2 months EEF Toolkit Behaviour Interventions + 4 months	Challenge 3	**Autumn Term Outcomes**
Extra Curricular Activities & Educational Visits	Orienteering Club Computing Coding Club PE / Sports Clubs Theatre Visits Church visits Local Area Visits/ Visitors to school Summer school opportunities EEF Toolkit Outdoor Learning EEF Toolkit Physical Activity + 1 month	Challenge 3 & 4	**Autumn Term Outcomes**

Total budgeted cost: £ 137,000

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 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 & targeted support
What was the impact of that spending on service pupil premium eligible pupils?	Improved confidence and increased understanding of concepts taught

Further information (optional)

Planning, Implementation and Evaluation

In reviewing and planning our three-year pupil premium strategy, we have re-evaluated the activities undertaken in previous years and re-analysed data. Despite pupil outcomes being lower than expected, we have triangulated evidence from a range of different sources (assessment, book scrutiny, pupil voice, teacher voice, parent voice) and used the EEF documentation to re-evaluate the school priorities. We have looked at a number of reports, studies and research papers relating to Pupil Premium and how to address the challenges presented by our socio-economic disadvantage. We have used the EEF's implementation guidance to help us develop our strategy and identify strategies we feel may help us within our school. We will continue to evaluate our plan termly and adjust our plan over time to endeavour to secure better outcomes for our pupils.

References:

EEF: 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
Pupil-Premium-2023.pdf (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
Pupil-Premium-resource-evidence-brief-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)