

Chaddlewood Primary School Pupil Premium 3-year Strategy 2025-2028

**Academic Year 2025-2026
and review for 2024-25**



All members of staff accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their emotional, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based on the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

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.

School overview

Detail	Data
School name	Chaddlewood Primary School
Number of pupils in school	387
Proportion (%) of pupil premium eligible pupils	24% (This includes FSM, FSM6, service children and LAC/PLAC)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah King
Pupil premium lead	Sarah King
Governor / Trustee lead	Ian Grafton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,121
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£94,121

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

At Chaddlewood Primary School, we believe that providing high-quality teaching is the most effective approach to drive progress and attainment for all children. This approach is underpinned using evidence based targeted support and the improvement of all teaching staff's subject knowledge and effectiveness in the classroom, specifically their impact on learning and outcomes.

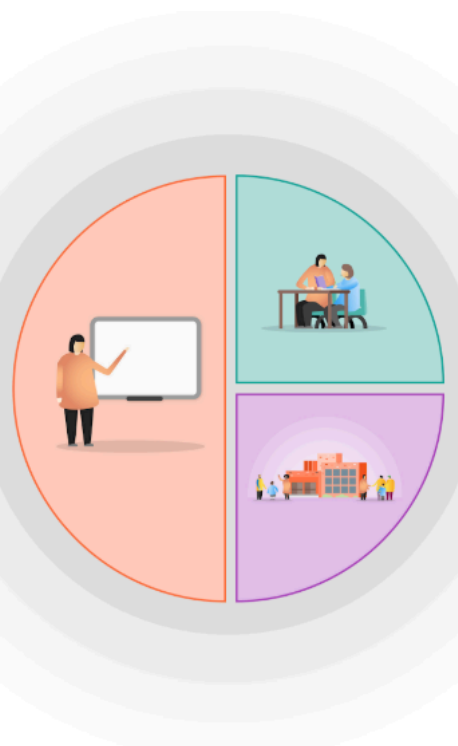
We will deliver this using a variety of approaches, as detailed in this plan, which are all underpinned by rigorous research-based evidence. We aim to create a culture where everyone is a learner, working continuously to improve, achieve and be better together. This is a long-term plan and so we expect the effects of the plan to be evidenced over 3 years and further.

The key principles of our strategy plan are:

1 Teaching

Quality teaching first:

- ★ Emphasis on all children working in class with CT as priority. Quality teaching first.
- ★ Subject planning which has a clear progression of skills and knowledge and is designed to embed these.
- ★ Planning which interests and motivates the pupils and builds from previous understanding, focusing on an overlapping learning.
- ★ Targeted CPD for Teachers and LSA's.
- ★ Phase team meetings and inset
- ★ Access to full curriculum for ALL
- ★ Focus on: Oracy skills, developing vocabulary, reading comprehension and a Mastery maths approach.
- ★ Effective use of assessment: summative and formative.
- ★ Clear behaviour expectation and relationship policy.
- ★ Trauma Informed whole school approach.
- ★ RWI in Foundation, Year 1 and Year 2



2 Targeted academic support

- ★ Evidenced based targeted support as appropriate: Precision teaching, 1:1 RWI, reading fluency, writing and maths led by CT.
- ★ ELSA, lego therapy, therapy, counselling, socially speaking, gross and fine motor skills. Delivered by HLTAs, PSAs and LSA's.
- ★ Pre and post teaching by CT.
- ★ Additional LSA support for RWI and KS2 writing, reading and maths.
- ★ Use of formative assessment to identify outcomes.

3 Wider strategies

- ★ Attendance issues actioned.
- ★ Membership of MAST and Speech and language services.
- ★ Participation in all enrichment activities that help to support wellbeing including nativity, school trips, residential, sports, extra-curricular activities.
- ★ Bespoke provision for additional needs such as lunchtime nurture.
- ★ 50% subsidy for residential trip in Yr6.

Challenges

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

Challenge number	Detail of challenge
1	Reading- including early reading, fluency, comprehension and vocabulary knowledge.
2	Barriers to good attendance
3	Writing outcomes
4	Social and emotional needs
5	Complex SEND needs

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
Attainment in reading	<ul style="list-style-type: none"> • Achieve national average attainment in reading.
Attainment in writing	<ul style="list-style-type: none"> • Achieve national average attainment in writing.
Attainment in maths	<ul style="list-style-type: none"> • Achieve national average in maths.
Combined attainment	<ul style="list-style-type: none"> • Achieve national average in combined outcomes.

Activity in this academic year

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD:	Reading Fluency program evidence based.	1,3,5

Speech and Language Opening Worlds CPD New reading approach using reading fluency RWI Development days and CPD High SEND Needs CPD	Speech and language CPD- evidence based Opening Worlds- evidence and outcome based <i>Evidence:</i> <i>DFE The Reading Framework document</i> Evidenced based synthetic phonics programme Provided through Trust and MAST	
Recruitment: LSA deployment and recruitment to target PP and SEND children	<i>EEF Effectiveness of TA's</i>	1,3,4,5
Curriculum: review of approach to teaching humanities	<i>Opening Worlds- evidenced based program</i>	1,3

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

Staffing support (£47,360), Speech and Language support (£5,320) = £52,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre and post teach and small group targeted support: By class teachers and LSAs	Research has shown that pre and post teaching aspects of lessons aids the reduction of cognitive load and therefore enables children to remember and then retrieve knowledge effectively and efficiently. <i>Evidence: Reach Felton Feedback and evidence.</i>	1,3,4,5
RWI 1:1 support: delivered by trained LSAs to aid 'keep up not catch up' approach to RWI scheme.	School and results and the evidence of national schools, supports the effectiveness of the RWI phonics programme. The 1:1 sessions enable children to keep up with their peers through daily support, when they might be slipping behind.	1
Early identification of Speech and Language needs, timely referral to	EEF: Early Years Communication and Language Approaches Intervention +6	1,5

therapy followed up by specialist school intervention. Speech and language therapist. Costed below		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Staffing (£24,457) MAST (£14,976) including one day speech and language per week (added above) Residential trip contribution (£1,800) Peripatetic Music lesson support (£208) = £41,441

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and ELSA support for identified children and responding to instant need when necessary.	<i>EEF: Metacognition and self-regulation +7</i> <i>EEF: Social and emotional learning +4</i>	3,4,5
Attendance: Utilising the West attendance plot and approach and the Plymouth/DFE attendance procedures and policies.	<i>Evidence-based approach to managing attendance.</i>	2
Parent Engagement: Focus on developing parent engagement and involvement and relationships.	<i>Use of updated relationship and behaviour Policy.</i> <i>EEF Parent Engagement</i>	4
MAST access and support.	<i>EEF: Metacognition and self-regulation +7</i>	2,4,5
Support for PP children for Year 6 residential trip. (50% reduction for 8 children)	<i>EEF: Metacognition and self-regulation +7</i> <i>EEF: Social and emotional learning +4</i>	4

Support for children to access peripatetic music lessons		
MKC Heroes activities across the year for service children.	<i>Social and emotional learning +4</i>	4

Total budgeted cost: £94,121

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 2024 to 2025 academic year.

Year 6	Reading		Writing		Maths		RWM	
Summer 2025	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD
Whole school	77%	20%	69%	11%	76	25	59	6
All year 6 children	88%	51%	86%	22%	90	31	83	15
Non PP children (51)	86%	49%	63%	22%	88	29	80	14
PP children (8)	100%	63%	100%	25%	100	38	100	25
PP Girls (5)	100%	60%	100%	20%	100	20	100	20
PP Boys (3)	100%	67%	67%	33%	100	67	100	33
SEND (4)	25%	0%	0%	0%	50	0	0	0
Service (6)	67%	50%	67%	0%	83	17	67	0

Whole school PP results compared with the whole school			
Reading	Writing	Maths	RWM
-8%	-1%	-8%	-9%
PP progress points compared with whole school			
-1.3	+8.3	+1.7%	

End of KS2 results	% meeting ARE (expected standard) or above		
Pupil Premium: (8)	School (Yr6)	National % for all	Comparison
Reading	100%	75%	+25%
SPAG	100%	73%	+27%
Mathematics	100%	74%	+26%
Writing	100%	72%	+28%
Overall RMW	100%	62%	+38%

- Our intended outcomes were to support our PP children to attain at least national ARE at the end of KS2. We have achieved this within all areas of assessment.
- The very positive behaviour of all our pupils including our PP pupils, and their ability to emotionally regulate themselves is a clear impact of our ELSA support, trauma informed school approach, high expectations shared by all staff, support by MAST and the specific work of our PSA.

- LSA support for all aspects of learning and a drive to ensure quality teaching first, supported by LSAs, has had a clear impact on outcomes, as has the approach of pre and post teaching in lessons.
- Staff subject knowledge support and the CPD timetable, which included training for the Trauma Informed Approach have impacted outcomes.
- The continued use of the RWI scheme with fidelity and the use of development days to improve practice have continued to see strong phonic screening outcomes and children’s reading ages and assessments.
- The use of the fluency project approach to reading has improved outcomes across the school and is evident in KS2 outcomes (100% PP met the ARE standard or above)

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
RWI	Ruth Miskin
White Rose	White Rose Education
Opening Worlds	Opening Worlds
Fluency Project	Herts For Learning

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?	<p>Full time PSA who works with families and children providing counselling, ELSA support, financial advice support and emotional support.</p> <p>Purchase of Chromebooks to provide the technology needed to access learning during the lockdowns.</p> <p>Provide resources for our Military Kids Club.</p>									
What was the impact of that spending on service pupil premium eligible pupils?	<p>End of KS2 Outcomes: 6 children (2 children with SEN needs)</p> <table border="1"> <tbody> <tr> <td>Reading</td> <td>67% ARE</td> <td>50% GD</td> </tr> <tr> <td>Writing</td> <td>67% ARE</td> <td>33% GD</td> </tr> <tr> <td>Maths</td> <td>83% ARE</td> <td>33% GD</td> </tr> </tbody> </table>	Reading	67% ARE	50% GD	Writing	67% ARE	33% GD	Maths	83% ARE	33% GD
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