

Pupil premium strategy statement – Henry Chadwick Primary

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	17,8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	September 2026
Date on which it will be reviewed	June 2027
Statement authorised by	<i>Vicki Barnes</i>
Pupil premium lead	<i>Vicki Barnes</i>
Governor / Trustee lead	<i>Ben Lolley</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,785
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£28,785

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. 35% of our disadvantaged children are all on the SEND register, which makes them double disadvantaged.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class in the last X years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap narrows but remains significant to the end of KS2. 2025 data / 2026 data.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last X years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap remains steady to the end of KS2. 2025 data / 2026 data
4	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last X years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap remains steady to the end of KS2. 2025 data / 2026 data
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. X pupils (X of whom are disadvantaged) currently require additional support with social and emotional needs, with X (X of whom are disadvantaged). The timely initial intervention and support is from our two ELSA trained members of

	staff, with identified children having weekly support for an initial 6 weeks. Additional support is offered through the trust behaviour specialist. ELSA dis vs non-dis / NS group support (ASP, JO, KB, BB, X,X)
6	Our attendance data over the last X years indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils. This picture is improving in comparison to national figures and although disadvantaged children's attendance is 1% lower than non-disadvantaged children (2025 – 2026) attendance is above national for both groups. Attendance of disadvantaged children is 2.1% above National compared to non-disadvantaged being 0.4% above national. This still requires alignment.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2027/28 show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 70% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing and grammar outcomes in 2027/28 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly	Sustained high attendance by 2027/28 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than X%, and the attendance gap

our disadvantaged pupils.	between disadvantaged pupils and their non-disadvantaged peers being brought inline. the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early assessment of all children in Reception using NELI. Embedding vocabulary intervention in EYFS based on assessments. Training for all staff on Oracy across the curriculum. Fully embed oracy in maths after CPD received by staff.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1,2,3,4
CPD to improve phonics teaching. Regular assessment and intervention. Small groups.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2,3
CPD to improve the quality of reading teaching in KS2.	Reading Comprehension EEF Writing Review EEF	2,3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. CPD for staff – NCETM subject leader training, Mastering Number Training NCETM,	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	3

SKTM training NCETM – release time.	Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Ongoing training for ELSA staff to improve quality and increase early intervention where required. Additional TA time Release time for training £400	Evidence shows the impact that early emotional support has on young children. ELSA support	5

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

Budgeted cost: £42,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3, 4, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2, 4
Delivery of NELI to improve listening, narrative and vocabulary skills for disadvantaged pupils who have	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination	1

relatively weak spoken language skills.	of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5,6
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Total budgeted cost: £28,785

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance although below that of non-disadvantaged was higher by percentage above national than non-disadvantaged pupils. Disadvantaged was 94.3% compared to 92.2% National – 2.1% above National compared to non-disadvantaged at 95.3% - 0.4% above National.

End of KS2 results

Due to the nature of our school with small cohort sizes, a high percentage of SEND pupils, attainment can be misleading.

60% of our Year 6 cohort in 2026 were also on the SEND register.

Reading – 60% achieved expected or above in reading with 20% (Check) achieving GDS.

Maths - 60% achieved expected or above in reading with 20% achieving GDS.

Writing – 40% achieved expected.

Phonics results – 33% were working at the expected level in Year 1. There were no retakes for PP children in Year 2.

Internal emotional support – 50% of all disadvantaged children had emotional support through intervention in either small groups of 1:1.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We had no service children
The impact of that spending on service pupil premium eligible pupils
NA