Pupil premium strategy statement – Henry Chadwick Primary

2025/2026 to 2027/2028

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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	*Vicki Barnes*, Headteacher
Pupil premium lead	*Vicki Barnes* Headteacher
Governor / Trustee lead	*Ben Lolley*

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.
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 2 years, between 50 -and 66% of our disadvantaged pupils arrive below age-related expectations compared to 20% of other pupils. This gap narrows but remains significant to the end of KS2.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing and grammar than their peers. On entry to Reception class in the last 2 years, between 50 -and 66% of our disadvantaged pupils arrive below age-related expectations compared to 20% of other pupils. This gap narrows but remains significant to the end of KS2.
4	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 2 years, between 55 - 70% of our disadvantaged pupils arrive below age-related expectations compared to 22% of other pupils. This gap remains steady to the end of KS2.
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 bullying and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high 27% of pupils (61% of whom are disadvantaged) currently require additional support with social and emotional needs.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been slightly lower than for non-disadvantaged pupils. Then picture is improving in comparison to national figures and although disadvantaged children's attendance is 1% lower than non-disadvantaged (2025 – 2026) attendance is above

	national for both groups. Attendance for disadvantaged is 2.1% above National compared to non-disadvantaged being 0.4% above national. This gap however small still needs alignment with disadvantaged attendance at least in line with non-disadvantaged.

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 and grammar 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 reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0.

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: £5603.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early assessment of all children using the Early Communication Screening Delivery of Time to Talk Resources and staffing	There is a strong evidence bas that suggests that oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on vocabulary and reading.	1,2,3
CPD to improve phonics teaching. Smaller groups for phonics delivery Phonics intervention	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	1,2,3
CPD to improve the quality of reading in KS2 – developing both fluency and comprehension	https://educationendowmentfoundation.org.uk/news/guide-to-the-eefs-tools-reading-fluency	2,3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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: 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	4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	5

educational practices and supported by professional development and training for staff.	performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools | EEF	

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

Budgeted cost: **18328.50**

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
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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, 3
Delivery of Time to Talk	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | Teaching and Learning Toolkit | EEF	1,2,3

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

Budgeted cost £ 4853.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
ELSA	Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5

Total budgeted cost: £28785.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

End of KS2 results

Due to the nature of our school with small and fluctuating cohort sizes and a high percentage of SEND. Attainment can be misleading.

60% of our Year 6 PP cohort were also on the SEND register

Reading 60% achieved expected or above in reading with 40% at Greater Depth.

Maths 60% achieved expected or above with 20% at Greater Depth

SPAG – 40% at or above with 20% at Greater Depth

Writing – 40% achieved the expected level

Phonics 33% were working at the expected level in Year 1. There were no retakes for Year 2 pupils .

GLD – 75% of PP children reached a GLD in EYFS

50% of all disadvantaged children had emotional support through intervention in either small groups or 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