

Pupil premium strategy statement – Chaddesden Park Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

School overview

Detail	Data
School name	Chaddesden Park Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 2024 – 2025 2025 - 2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Helina Kirkup
Pupil premium lead	Tom Smith
Governor / Trustee lead	Lisa Whiteley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,336
Recovery premium funding allocation this academic year	£0
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	£122,336

Part A: Pupil premium strategy plan

Statement of intent

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At Chaddesden Park Primary School, our core aim is to ensure every child is happy, enjoys coming to school, and has their achievements recognised and efforts rewarded. We are committed to providing the highest standards of education for all pupils.

Our pupil premium strategy focuses on supporting every child, including those facing barriers linked to disadvantage, to reach their full potential. We strive to provide targeted support for children who need it while also enabling progress for high achievers. Our overarching goal is to nurture confident individuals, successful learners, and responsible citizens.

We recognise that parents, carers, and wider families are a child's first teachers. At Chaddesden Park, we work closely with families to provide the best support, ensuring encouragement from home complements early intervention and targeted support. Collaboration with families and the local community is central to a child's learning journey.

Our approach to Pupil Premium spending follows a tiered model in line with EEF guidance. High-quality teaching is at the heart of our strategy, with ongoing professional development for staff to maximise every child's potential. This approach has the greatest impact on closing the attainment gap and benefits all pupils.

Targeted support for pupils who are struggling is a key component, alongside strategies that address non-academic factors, such as improving attendance, behaviour, and social-emotional wellbeing. We are proud to be a caring, ACE-aware, and trauma-sensitive school.

Challenges

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

Challenge number	Detail of challenge
1	Changes in family circumstances
2	Welfare file in place
3	Low self esteem
4	Does not complete home learning
5	Not on track for age related expectation
6	Frequently coming to school without breakfast
7	Target nurture child
8	Acrimonious split between family members

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>Children have the emotional wellbeing and are supported to be READY to learn</p> <p>(Changes in family circumstances)</p>	<ul style="list-style-type: none"> - Learning mentors/ inclusion mentors - continue to be available to support children through changes through 1:1 sessions, targeted support and daily check ins - Learning mentors/ inclusion mentors - continue to be available to support families through changes through 1:1 sessions, targeted support and daily check ins
<p>Children and families have the emotional well being to be able to support children in being READY to learn</p> <p>(Welfare file in place)</p>	<ul style="list-style-type: none"> - Families are willing and regularly engage with school staff to be signposted to a range of external agencies - Referrals are made by DSL and learning mentors to available service for both adults and children - All staff are aware of the needs of our individual families and children where appropriate - School provides a community support service
<p>Children are confident individuals and successful learners in their time at CPPS</p> <p>(Low self esteem)</p>	<ul style="list-style-type: none"> - School will continue to provide a nurturing environment where every child matters - Positive play and nurture groups will be in place - A peer mentoring scheme will be implemented to identify and support children who need this - A peer mentoring training programme will be delivered to prospective peer mentors
<p>Children are able to access the extra curricular support that they need both at school and at home</p> <p>(Has difficulty or reluctance to complete home learning)</p>	<ul style="list-style-type: none"> - School will continue to provide a nurturing environment where every child matters - School will provide discreet support for children who are unable to complete extra curricular learning - School will continue to provide a rewarding and engaging culture encouraging children to extend their learning
<p>All children are making accelerated progress towards the expected standard and beyond</p> <p>(Not on track to meet age related expectations)</p>	<ul style="list-style-type: none"> - Children working below the expected standard for their age will be support in all lessons with high expectations - School works closely with a range of external agencies to identify and monitor children with additional educational needs - SEND children make accelerated progress - SEND children meet their MEP targets - SEND children report feeling calm, happy and settled at CPPS
<p>Children have the emotional well being and are supported to be READY to learn</p> <p>(Frequently coming to school without breakfast)</p>	<ul style="list-style-type: none"> - All children are provided with a breakfast in school - Children requiring additional food or time to be READY to learn will be provided this in discreet ways

<p>Children have the emotional well being and are supported to be READY to learn</p> <p>(Child identified as requiring additional nurture)</p>	<ul style="list-style-type: none"> - School will continue to provide a nurturing environment where every child matters - A peer mentoring scheme will be implemented to identify and support children who need this - A peer mentoring training programme will be delivered to prospective peer mentors - Guardian Angels scheme in place
<p>Children have the emotional well being and are supported to be READY to learn</p> <p>(Acrimonious split between family members)</p>	<ul style="list-style-type: none"> - Learning mentors continue to be available to support children through changes through 1:1 sessions, targeted support and daily check ins - Learning mentors continue to be available to support families through changes through 1:1 sessions, targeted support and daily check ins - ACES

1

High Quality Teaching

Budgeted cost: £ [118692]

Activity

Evidence that supports approach

Challenge number

Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils

Allocate a proportion of funding to support LSA and teacher salaries, guaranteeing the presence of Learning Support Assistants in every year group – The EEF’s guidance supports high quality teaching through using high quality adults to improve basic literacy, numeracy and science

Direct.gov – effective use of pupil premium to fund existing and new staff
LSA used to reinforce instruction whilst promoting confidence and self-esteem in order for successful engagement with learning
One to one / small group - targeted support for children to access learning and make accelerated progress.

4,5

Professional development on evidence-based approaches

The LELI programme has been successfully implemented in EYFS, supporting early identification and intervention in language development, with the use of Little Wandle trained LSAs have received targeted speech and language training to strengthen their capacity to support pupils.
Practical 'how-to' guides have been developed and shared to support continuous professional development, equipping staff with tools to embed best practice in daily routines, using walkthrus strategies

Evidence-informed approach drives purposeful accountability; spending is targeted based on pupil need. LSAs deliver structured SALT interventions, aligning with EEF guidance on maximising impact through high-quality, needs-led support.

4,5

Mentoring and coaching

Data analysis and book scrutiny, guided by EEF recommendations, inform responsive teaching and identify gaps. This ensures targeted support, particularly for Pupil Premium children, through credible plans and pupil progress tracking, promoting equitable access, accelerated progress, and improved outcomes for disadvantaged learners.

Pupil progress meetings, aligned with EEF guidance, focus on ensuring Pupil Premium children make progress in line with their peers through targeted support, data-informed decisions, and high-impact teaching strategies.

4,5

Recruitment and retention of teaching staff

Staff wellbeing is prioritised to support teacher retention, recognising its impact on pupil outcomes. In line with EEF guidance, a positive working environment enables high-quality teaching, benefiting all learners—particularly Pupil Premium children—through consistency, stability, and sustained relationships that support both academic and emotional development.

Evidence supporting staff wellbeing and teacher retention can be found on the EEF website, which highlights the link between wellbeing, reduced burnout, and improved retention. Educational research reports and government publications also provide valuable data on effective wellbeing strategies.

1,2,3,5

Technology and other resources focused on high supporting high quality teaching

Barriers to learning are identified through assessment and data analysis. Using EEF guidance, we implement credible, evidence-informed plans to support Pupil Premium children, addressing gaps and ensuring equitable access to high-quality teaching and targeted interventions.

Identifying barriers to learning for Pupil Premium children on entry to school. Using this to support in planning provision. Also analyse these the areas of need.

1, 2, 3, 4,
5, 6, 7, 8

2

Targeted academic support

Budgeted cost: £ [33912]

Activity

Evidence that supports approach

Challenge number

Interventions to support language development, literacy and numeracy

Physical literacy and targeted reading support are enhanced through additional adults, following EEF guidance. Interventions focus on developing language, literacy, and numeracy skills, ensuring disadvantaged pupils receive effective, evidence-based support to accelerate progress and close gaps.

Guided by the EEF and the National Literacy Trust, targeted reading support and physical literacy are delivered by additional adults. Interventions focus on language, literacy, and numeracy, improving outcomes—especially for disadvantaged pupils—through evidence-based strategies.

1, 2, 3, 4, 5, 6, 7, 8

Activity and resources to meet the specific needs of disadvantaged pupils with SEND

Sensory rooms and provision maps, including SEN and Pupil Premium pupils, are underpinned by credible, evidence-informed plans such as MEPs. In line with EEF guidance, these support inclusion, engagement, and improved outcomes through targeted, personalised interventions – using initiatives such as Dyslexia gold and reading plus.

Tracking progress across the year enables leaders to evaluate the impact of interventions for Pupil Premium pupils. Aligned with EEF guidance and Anderson (2016), sensory-based movement supports engagement, regulation, and improved outcomes in inclusive settings.

1, 2, 3, 7, 8

Teaching assistant (TA) deployment and interventions

Additional 1:1 support, including learning and behaviour mentors, is provided to meet the needs of Pupil Premium pupils. In line with EEF guidance, this targeted approach fosters engagement, wellbeing, and improved academic and behavioural outcomes. New staff started and deployed in appropriate areas of need.

Following EEF guidance and Direct.gov recommendations, Pupil Premium funding is used to support existing and new staff. RBKC professional frameworks guide care, advice, and learning mentor practice, ensuring targeted support for Pupil Premium pupils' wellbeing and progress.

2,5,7

One to one and small group tuition

A “Pupil Premium Child for a Day” learning walk, guided by EEF principles, provides insight into daily experiences. This approach helps evaluate provision, identify barriers, and ensure targeted support effectively meets Pupil Premium pupils’ academic and emotional needs.

Shadowing a Pupil Premium child, in line with EEF guidance, offers a detailed view of individual experiences and uncovers potential barriers to learning. This informs tailored, evidence-based support to improve access, engagement, and outcomes.

1, 2, 3, 4, 5, 6, 7, 8

Peer tutoring

Using the Think-Pair-Share strategy, supported by Walkthrus and EEF guidance, promotes oracy, collaboration, and deeper thinking. When observed in learning walks, it evidences inclusive practice that benefits all pupils, particularly those eligible for Pupil Premium support.

Using the Think–Pair–Share strategy, as detailed in WalkThrus’ evidence-based toolkit and supported by EEF, encourages student talk, builds confidence, and fosters deeper thinking. This inclusive approach benefits all learners, especially Pupil Premium children, through structured peer interaction.

1, 2, 3, 7, 8

3

Wider Strategies

Budgeted cost: £ [16956]

Activity

Evidence that supports approach

Challenge number

Supporting pupils' social, emotional and behavioral needs

Sensory rooms, alongside inclusion mentor support, promote wellbeing and regulation for key groups. In line with EEF guidance, personalised timetables, targeted rewards, and adapted curriculum planning ensure Pupil Premium pupils receive tailored, inclusive support to maximise engagement and progress. Including supporting criteria such as fidgets, ear defenders, sensory circuit breaks and wobble boards.

In line with EEF guidance, and supported by Anderson (2016) and Kellock (2020), sensory-based movement and a capability-focused approach enhance wellbeing and inclusion. These strategies ensure Pupil Premium pupils access personalised support that promotes regulation, confidence, and academic progress.

1, 2, 3, 4, 5, 6, 7, 8

Supporting attendance

An attendance officer supports Pupil Premium pupils by improving attendance, reducing barriers, and enhancing engagement, aligned with EEF evidence-based strategies.

Understanding the use of Attendance & Family Liaison Officers as a school level strategy to improve attendance – School Choices – Education

1, 2, 3, 4, 5, 6, 7, 8

Extra-curricular activities

School trips can be partially funded for Pupil Premium pupils, ensuring equal access to enriching experiences that enhance learning, engagement, and cultural awareness, in line with inclusive education principles.

School trips are partially funded for Pupil Premium pupils, supporting equal access to enriching experiences. This aligns with EEF evidence emphasizing engagement and cultural exposure as key to improving outcomes for disadvantaged learners.

1, 2, 3, 4, 5, 6, 7, 8

Extended school time, including summer school

Maths club provides targeted support for Pupil Premium pupils falling behind, using EEF-recommended strategies to accelerate progress and close attainment gaps.

Maths club offers targeted support for Pupil Premium pupils below expected standards, drawing on EEF evidence that small-group interventions accelerate progress and close attainment gaps effectively.

1, 2, 3, 4, 5, 6, 7, 8

Breakfast clubs and meal provision

Bagel Breakfast program, support pupil wellbeing. The business administrator ensures FSM vouchers are efficiently distributed during non-term time, promoting consistent access to nutritious meals.

Bagel breakfasts, endorsed by EEF, supports Pupil Premium pupils by providing nutritious meals. Effective FSM voucher distribution during holidays ensures food security, reducing barriers to learning and improving wellbeing and engagement.

1, 2, 3, 4, 5, 6, 7, 8

Communicating with and support parents

Reading and phonics support for parents, aligned with EEF guidance, empowers families to reinforce learning at home. This targeted approach enhances Pupil Premium pupils' literacy development and fosters stronger school-home partnerships.

A. Menheere & E. Hooge. 2010 – Parental involvement in children's education: A review study about the effect of parental involvement on children's education with a focus on the position of illiterate parents

1, 2, 3, 4, 5, 6, 7, 8

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.

At Chaddesden Park Primary School, we are proud to be an aspirational, caring and welcoming community where children feel happy, safe and supported to achieve their best (Ofsted, 2022). Our ethos places inclusion and high expectations at the heart of everything we do. Previous Pupil Premium strategies have enabled us to deliver engaging, purposeful lessons to motivated and well-behaved pupils, while directly addressing the barriers faced by our most disadvantaged learners. This approach is firmly rooted in the progress we see daily in classrooms and through robust assessment systems.

Pupil attainment and progress are closely monitored through a triangulated approach using Arbor, Hello Data and regular pupil progress meetings. These systems allow staff and the Senior Leadership Team to identify pupils who are on track, those who require closer monitoring and those in need of urgent or targeted intervention. This ensures that support is timely, purposeful and aligned to the school's assessment overview. Importantly, this monitoring also recognises accelerated progress, ensuring that pupils who are closing gaps rapidly are identified and their strategies evaluated for wider impact.

Internal assessment data shows that, while Pupil Premium pupils continue to perform slightly below their non-Pupil Premium peers overall, the gap is narrowing and outcomes are consistently improving. Our detailed analysis also accounts for cohort size and the impact of higher-attaining pupils on percentage outcomes, enabling leaders to make informed decisions and adapt provision accordingly. This nuanced approach ensures that data is used intelligently to drive improvement rather than as a standalone measure.

Beyond attainment, pupil wellbeing and resilience remain a key priority. Assessments through the JIGSAW programme demonstrate significant improvements in behaviour, mental health and emotional wellbeing. These improvements are reflected in reduced incidents of dysregulation, increased classroom engagement and improved readiness to learn, particularly for our most vulnerable pupils.

Our Pupil Premium strategy is underpinned by coherence across tiers of provision, ensuring that universal, targeted and personalised support work together rather than in isolation. Success criteria and timelines are clearly defined, enabling leaders to evaluate impact systematically. Measuring success goes beyond academic outcomes and includes attendance, engagement, wellbeing, behaviour and parental participation. Formative milestones and qualitative feedback from pupils, staff and families are used alongside quantitative data to give a full picture of impact. Sustainability is a key consideration; we avoid reliance on short-term projects or one-off tutoring and instead focus on building staff expertise and embedding high-quality practice.

Accelerated Progress and Credible Plans

Where accelerated progress is required, credible, well-evidenced plans are implemented. These plans are rooted in early identification and responsive teaching rather than reactive intervention. For example: well-structured phonics groups play a vital role in this process, providing early intervention for families and ensuring consistent communication between home and school.

Central to our success is the way teaching and learning are designed to meet the needs of our most vulnerable learners. Lessons are carefully planned to take account of individual barriers, with a strong emphasis on clarity, structure and explicit instruction. Key knowledge is revisited regularly through purposeful recap and retrieval, ensuring that learning is embedded and misconceptions are addressed promptly. Teachers make learning intentions and success criteria clear, enabling pupils to understand what success looks like.

The use of WalkThrus across the school supports consistent, high-quality teaching practice. These strategies help staff refine instruction, modelling and scaffolding, ensuring that pupils who struggle with working memory, attention or confidence are supported effectively. Alongside this, the EEF 5-a-day model is embedded within classroom practice, ensuring that explanation, modelling, guided practice, feedback and independent application are prioritised. This approach ensures that disadvantaged pupils receive high-quality teaching first, reducing the need for excessive intervention.

Ultimately, our curriculum is designed with every learner in mind. It reflects the needs, strengths and barriers of our pupils, ensuring that disadvantaged learners are not an afterthought but a central consideration. Through strong leadership, robust monitoring and evidence-informed practice, Chaddesden Park Primary remains committed to ensuring that all pupils, particularly those in receipt of Pupil Premium, are supported to thrive academically, socially and emotionally

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	School does not receive service funding
What was the impact of that spending on service pupil premium eligible pupils?	N/A