

# Pupil premium strategy statement – Chaddleworth & Shefford Federated Primary Schools 2025-26

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	14.45%
Academic year/years that our current pupil premium strategy plan COVERS (3-year plans are recommended – you must still publish an updated statement each academic year)	24/25 – 26/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Debbie Munday Headteacher
Pupil premium lead	Debbie Munday Headteacher
Governor / Trustee lead	Jim Hazlewood Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17015
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-£106
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£16909

## Part A: Pupil premium strategy plan

### Statement of intent

Our two Church schools are committed to a whole school approach that enables all pupils to achieve their full potential and 'Live life in all its fullness'. We know that pupils can only achieve their full potential when everyone who cares for each individual child works together to meet their needs.

Our pupil premium strategy focuses on inclusion and ways to support our disadvantaged pupils to ensure that those pupils have the same opportunities to explore opportunities, talents, skills and experiences that help them to recognise what achieving their full potential could mean for them.

Within this plan, we include support for those who are vulnerable such as those who have a social worker or are a young carer. Quality first teaching is at the centre of our strategic plan. Evidence shows this to have the greatest impact on closing the disadvantage attainment gap and also benefits all the pupils.

Our approach looks to address the needs of the individual child, identified through diagnostic assessment, informal assessment and also the voice of parents, carers and pupils. Evidence based strategies, interventions and actions are then matched to the needs of the child. To ensure they achieve the desired impact we will review the implementation of our plan for impact regularly and respond appropriately to the findings in a timely manner.

## Challenges

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

Challenge number	Detail of challenge
1 SEND	<p>As of December 2025, 50% of our pupils who are in receipt of PPG also have Special Educational Needs or Disabilities (SEND).</p> <p>Of these pupils, there is a mix of social communication difficulties, SEMH difficulties, specific learning difficulties and, or Autistic Spectrum diagnosis which has resulted in lower engagement in the learning for some, despite the use of appropriate classroom and teaching strategies.</p>
2 Phonics	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers (and then writers).</p>
3 Emotional wellbeing and resilience	<p>Through discussion with pupils, parents/ carers, outside agencies and observations, the complex family and social circle situations have impacted on children's emotional wellbeing, resilience and SEMH.</p>

## 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
Daily quality first teaching for all including disadvantaged pupils.	Monitoring of teaching and learning shows that all pupils are receiving daily quality first teaching. Staff CPD has a positive impact on the quality of teaching and learning. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative, as well as summative, assessments.
Outcomes for pupils who are disadvantaged and also have SEND show that interventions and provision is well- matched to pupil need and documented target outcomes (SAPs and EHCPs)	Staff are trained, and supported, in identifying and addressing the needs of pupils with SEND and deliver effective provision as evidenced in SAP targets, reviews and outcomes and annual EHCP reviews. Support and Achievement Plans (SAPs) show that the implemented provision for pupils with SEND is enabling pupils to make at least expected progress towards their SAP targets and EHCP target outcomes.
Phonics teaching and learning is secure for all children, with regularly timetabled teaching and learning, assessment, monitoring and intervention as identified from EYFS and into KS1 and KS2.	Our phonics screening results will show that pupils will have confidence to approach reading and writing using their phonics knowledge, understanding and application.
Pupils throughout the school are articulate and confident communicators with a wide range of vocabulary. This will also be evident in reading, writing and performance opportunities.	Pupils (without complex needs) use Tier 2 and 3 vocabulary both verbally and in writing <i>*Tier 2 and 3 vocabulary are terms used to describe different levels of words in the vocabulary tier system.</i> <i>Tier 2 words are high-frequency, academic, and nuanced words that can be used across multiple subjects or topics. Examples of tier 2 words are infer, form, analyse, and examine.</i> <i>Tier 3 words are low-frequency, subject-specific, and specialised words that are usually limited to a content domain. Examples of tier 3 words are lava, DNA, algorithm, and Renaissance.</i> Evidenced in pupil voice, lesson observations, book scrutiny and performance or presentation opportunities with an audience.

<p>To achieve and sustain improved wellbeing, resilience and positive SEMH for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>All pupils have appropriate opportunities to participate in enrichment activities (school trips, residential trips and after school clubs)</p> <p>All pupils have appropriate school uniform and equipment.</p> <p>All pupils are aware of possible strategies to use if feeling dysregulated to access if needing support.</p> <p>Parents are aware, or able to enquire, about strategies to encourage their child to use if feeling dysregulated.</p> <p>School are able to signpost parents to relevant local, parenting or community support, events and opportunities.</p> <p>School staff have opportunity to access up to date and regular CPD in relation to well-being and resilience.</p>
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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: £13594

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to increase the quality of teaching and learning	<p><a href="#">EEF guide to the Pupil Premium</a> EEF “Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.”</p> <p>Ensure all relevant staff have up to date training in the effective implementation of first quality teaching using the <a href="#">EEF implementation of CPD guide</a> to ensure effective implementation of training.</p> <p>Subject coordinators to monitor the teaching and learning of their subject and provide, or signpost appropriate CPD and support when needed. The EEF document states that good quality teaching helps every child.</p>	All
Ongoing CPD for staff in identifying SEND and planning and implementing effective provision	<p><a href="#">EEF Summary of recommendations for SEN in Mainstream Schools</a></p> <p>“Recommendation 2: Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.”</p>	1 SEND 2 Phonics
Ongoing training for staff in delivering effective one to one interventions for pupils with SEND	<p><a href="#">Teaching Assistant Interventions</a></p> <p>Evidence from EEF shows that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p>	1 SEND
Purchase, renewal and monitoring of a <a href="#">DfE validated Systematic</a>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	2 Phonics

<p><a href="#">Synthetic Phonics Programme</a> to secure stronger phonics teaching for all pupils. Phonics lead teacher to have leadership time to track and overview teaching, learning, ongoing assessment and intervention.</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Employment, training and supervision for ELSA practitioners to provide Emotional Literacy Support opportunities for identified pupils.</p>	<p>ELSA (Emotional Literacy Support Assistant)</p> <p>ELSA support in schools is a project designed to help schools support the emotional needs of their pupils. ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed.</p> <p>The role title of ELSA may only be taken by someone who:</p> <ul style="list-style-type: none"> <li>-Has attended a full ELSA training course.</li> <li>-Regularly attends supervision groups led by educational psychologists.</li> <li>- Currently, are developing bespoke programmes to support the emotional needs of children in their school.</li> <li>- ELSAs are trained to plan and deliver programmes of support to pupils in their school who may be experiencing temporary or long term additional emotional needs.</li> <li>- Has access to resources for Emotional Literacy Support Assistants - ELSA Support</li> </ul>	<p>3</p> <p>Emotional wellbeing and resilience</p>

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

Budgeted cost: £3315

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 well-being and sport sessions with MNR coach.	<p>The Education Endowment Foundation (EEF) <a href="#">Physical activity   EEF</a> provides evidence on the benefits of physical activity and sport for children's wellbeing and academic performance. Here are some key findings:</p> <ul style="list-style-type: none"> <li>- Physical activity can lead to an additional two months' progress in academic attainment, particularly in literacy and mathematics.</li> <li>- Physical development approaches have a positive impact on overall fundamental movement skills and can improve cognitive outcomes.</li> </ul>	<p>3</p> <p>Emotional wellbeing and resilience</p>

**Total budgeted cost: £ 16909**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

First quality teaching resulted in the majority of disadvantaged pupils making at least expected progress in reading, writing and maths. 73% made expected progress or better in reading. 87% made expected progress or better in writing. 80% made expected progress or better in maths. Where less progress has been made, interventions and targeted SEMH support have been shown to have had impact on resilience.

Our 2024/25 phonics screening results across both school sites resulted in a 75% pass in year 1. The cohort result excluding SEND data was 100% pass in year 1.

Year 1

16 in cohort – each pupil equates to 6.25%

4 pupils are on the SEND register

Phonics Screening Results 2025	Percentage of children (in cohort)
Standard met	75%
Standard not met	25%

Cohort excluding SEND

Phonics Screening Results 2025	Percentage of children
Standard met	100%
Standard not met	0%

Pupils will have confidence to approach reading and writing using their phonics knowledge, understanding and application.

50% of pupils who are disadvantaged also have SEND. Interventions and provision is well-matched to pupil need including ELSA provision, 1:1 well-being and sports sessions, personalised timetables and 1:1 support.

Evidence in books and verbal interactions with children continues to show that the vocabulary of disadvantaged pupils has increased in both subject specific words and also formal vocabulary following teacher training, lesson planning and teaching, learning tasks and opportunities and support resources in school (working walls, word mats, vocabulary banks) As a result of oracy training, taught and targeted support, pupils know use 'Agree, Build, Challenge' to explore thinking. All disadvantaged pupils in Owls participated in acting roles for the Corn Exchange summer Theatre production.