# Pupil premium strategy statement
# December 2025 Update

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 | Chandlers Ridge Academy |
| Number of pupils in school | 341 |
| Proportion (%) of pupil premium eligible pupils | 36 pupils (10.5%) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2023-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | Review 1 – December 2024<br>Review 2 – December 2025 |
| Statement authorised by | Richard Thompson |
| Pupil premium lead | Naomi Bryant |
| Governor / Trustee lead | Stacey Angell |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £42,420 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £42,420 |

# Part A: Pupil premium strategy plan

## Statement of intent

**Ultimate objectives for our disadvantaged students**

1. Disadvantaged students achieve in line with non-disadvantaged students, nationally.
2. Disadvantaged students are provided with, and take advantage of, a range of opportunities to develop cultural capital.
3. Disadvantaged students acquire the knowledge and develop the skills needed to pursue the next stage in their education.

**Our pupil premium strategy plan works towards achieving our objectives in the following ways:**

1. Quality First Teaching for all students.
2. Strategies employed to close vocabulary gaps and numeracy gaps, allowing students to develop as effective readers and mathematicians in turn enabling them to access a rich and deep curriculum.
3. Use of 'gap analysis' and timely intervention so that students know more and remember more.
4. Provide support to improve attendance so that all Disadvantaged students can access a full curricular and extra-curricular offer.
5. Support to improve and manage behaviour to achieve a more consistently positive attitude towards learning.
6. Efforts to ensure that pupils are secondary ready and have an awareness of future careers.
7. Facilitate the social and emotional development of pupils through support and nurture.

**Key principles of our strategy plan**

- Narrowing the gap between Disadvantaged and non-Disadvantaged students is the responsibility of all staff.
- All of our schools share an ethos of inclusivity.
- Strategies employed are evidence based.
- Our strategy is fluid, impact is regularly monitored and reviewed, and plans are modified accordingly.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Phonics and early reading**<br>To ensure all PP children maintain or improve their phonics and early reading ability from their Early Years attainment through to the Y1 phonics check. |
| 2 | **End of Key Stage 2 statutory data**<br>In some cohorts, PP children make less progress in reading, writing and maths at end of Key Stage 2. |
| 3 | **Working poverty**<br>Disadvantaged children at Chandlers Ridge may not be able to participate fully in school life due to financial pressures, which is being more acute in the cost-of-living crisis. |
| 4 | **Mental Health and Well-being**<br>PP are more likely to need therapy and counselling to help them participate in school life and deal with any traumas they may face/have faced. |
| 5 | **Attendance**<br>Disadvantaged children tend to have lower attendance than non-disadvantaged pupils |

## 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.

| Challenge number | Intended outcome | Success criteria |
|---|---|---|
| 1 | Within early reading and phonics, to maintain the high attainment of pupil premium children or close the gap of those children who had a lower academic starting point than their peers.<br>Linked to School Improvement Key Priority 1 | To accelerate progress of PP children who did not achieve reading ELG in reception, so that they do pass Y1 phonics check.<br>Aspirational target setting for PP children.<br>Small group intervention in accordance with phonics tracking through Y1. |
| 2 | Improve progress measures at Key Stage 2, particularly in writing and maths.<br>Linked to School Improvement Key Priority 2 | To accelerate progress made in writing so PP children achieve levels in line with their peers. |
| 3 | To ensure that disadvantaged children have the clothes they need to feel part of the school community.<br>To enrich the cultural capital of disadvantaged children. | PP children will have same learning experiences inside and outside of school and will be fully immersed in school life.<br>PP children will have the uniform they need to allow them to feel part of our school. |
| 4 | To ensure that disadvantaged children have the therapy and / or counselling that they need. | PP children will have access to professional services e.g. counselling or therapy should they need it. This will allow them to participate in school life, addressing trauma they may have had.<br>They will be able to use the strategies that they have been given to allow them to focus in school and be fully part of school life. |
| 5 | To improve attendance of PP children so that it is in line with non-PP children.<br>Linked to School Improvement Key Priority 3 | Improve disadvantaged attendance to be closer to whole school. |

## 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)

Budgeted cost: £21210

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Early reading and phonics<br>• Ongoing phonics CPD with all staff in EY / KS1.<br>• Phonics CPD for children who still need phonics intervention in KS2<br>• Audit of phonetically decodable books for children to practise at home.<br>• Purchasing of resources where audit shows gaps as above<br>• Hearing disadvantaged pupils more regularly.<br>• Intensive training for staff joining our scheme that will be delivering our phonics scheme. | Research from the EEF states: "*Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.*<br><br>*It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning."* | 1 |
| Key Stage 2 attainment in writing<br>• Participation in LA and MAT moderation.<br>• Giving children access to a range of books that show the genres we will write so that they can see excellent examples.<br>• Teacher and TA time to edit longer pieces of writing with children to build skills.<br>• Assessing disadvantaged pupils half termly in writing, not termly, to identify gaps quickly<br>• Develop the editing process so all children become more independent in spotting their own mistakes.<br>• Provide CPD for all staff to our writing scheme / process | EEF have produced 7 key areas to improve the literacy in KS2:<br>1 – Developing vocabulary – we ensure new and high-quality texts means children have access to books that they are motivated to read and will provide them with new and challenging vocabulary.<br>4 – Teach writing through modelling and supported practice – our sentence stacking allows children to be successful and challenge their abilities regularly in lessons, writing paragraphs suitable for the genre we are studying.<br>5 – Extensive practice – our writing units follow a process that means children do have extensive practice before they independently write.<br>6 – Assess accurately – half termly assessment allows us to find gaps in disadvantages pupils' writing early and | 2 |

| | | |
|---|---|---|
| • QA training for senior leaders to deliver more effective feedback to staff. | support them with these. Moderation also ensures we are accurate. | |
| Key Stage 2 attainment in maths<br>• Membership of the Maths Hub to allow up to date CPD for our leaders.<br>• Use of the White Rose Maths scheme ensures teaching is in small steps and progressive.<br>• Children in Y3 and Y4 will be supported for Multiplication skills, with additional interventions where appropriate.<br>• Frequent arithmetic at the level of the individual. New system designed for 2024 and modified in 2025 – Tough Ten<br>• Maths resources for independent activity – TT Rockstars<br>• Year group 'battles' organised to encourage TT Rockstars use at home.<br>• QA training (as mentioned above) for effective maths feedback<br>• Mastery in maths for EY and KS1 to deepen understanding of the concepts within maths.<br>• More fluency examples in a regular format for children who need more practise at this level. | The Ofsted math subject report (2023) stated good practice that we have embedded in our maths curriculum:<br>*"Generic approaches, such as the expectation that all teaching should always be differentiated, have dissipated.*<br>*Leaders intend that pupils 'keep up, not catch up'. These approaches set out a better path to proficiency for pupils.*<br>*Networks of support, such as the Maths Hubs, provide regular and highly useful training. This helps teachers to adopt new and improved ways of explaining and modelling concepts.*<br>*Often, teachers use physical resources and pictorial representations to help pupils see underlying mathematical structures."* | 2 |

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

Budgeted cost: £10605

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| • Extended school day for targeted children e.g. Year 6 booster<br>• Targeted support within English and Maths with trained staff that extend and consolidate learning from class.<br>• Structured phonics teaching and interventions.<br>• MTC intervention | EEF report on extended school time suggests:<br>…disadvantaged pupils might benefit more from additional school time…<br><br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics<br>As a school we find that regular assessment for PP children and progress meeting discussions mean that the children make more timely progress and have their gaps filled more quickly. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (2021) | 1, 2 |
| • Revision guides given to PP children in Y6<br>• Homework books also given to PP children in Y5 | We find PP children are less likely to buy the revision guides, so school provides them to all PP children free of charge. Helping to foster independent learning habits.<br>Homework, which starts in Y5, helps to promote children being organised and independent, as well as consolidate learning in all areas of their curriculum. It helps promote a positive and | 2 |
| • Encourage reading at school and at home so children expand their vocabulary and read for pleasure with rewards systems, library spaces and up-to-date books<br>• To increase fluency and engagement with reading, by keeping our libraries up to date. | Our annual reading survey has shown that children like to be reading up to date books e.g. the latest book in the series to be released. Consequently, money should be spent on renewing these resources, both class-based libraries and class books for whole class reading. | 2 |

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

Budgeted cost: £10605

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| • Emotional support when necessary.<br>• Play Therapy<br>• MIND involvement e.g. Fun Friends | Internal feedback from staff in Progress Meeting and pupil information meetings.<br>EEL Learning toolkit for social and emotional learning states: "Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.<br>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.<br><br>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment." | 4,5 |
| • Use of Educational Psychologist where appropriate.<br>• Bungalow project<br>• Bereavement counsellor | We have seen that children who have suffered from emotional trauma find it difficult to participate fully in lessons and therefore make progress academically. They can also show as being isolated on the playground if they are needing to develop social and emotional skills. As a school, we have seen that children who have undergone a series of sessions become happier, able to socialise with their peers more and make academic progress. | 4 |
| • Lunchtime clubs to engage pupils in a range of activities and also to promote friendships and working together. | Many of our children struggle with the unstructured time of lunchtime, so opportunities are made for some year groups where this is necessary, for indoor provision or alternative provision. These children find it helps their emotional regulation. | 4 |
| • PP budget contributes towards the costs of school visits e.g. Y6 residential or educational visits to theatre or museums. | Feedback from parents is that this has been beneficial to them as it has allowed the children to take part in activities that financial implications may have not enabled them to take part otherwise.<br>Additional non-academic activities may also provide free or low-cost alternatives to sport, choir, and other enrichment activities that more advantaged | 4,5 |

| | | |
|---|---|---|
| • A range of visits are being organised: our offer is that of a broad and balanced enrichment opportunity.<br>• PP children to be amongst the first children to be invited to after school activities – academic, music, sports and other extra-curricular areas. | families are more likely to be able to pay for outside of school. | |
| • A yearly grant of £50 is also available for school uniform. | Children are more likely to feel part of the wider school community if they are wearing high quality uniform items. EEF research indicates that uniform can help in the development of a school's ethos, and we want children to buy in to the ethos and identity of the school to allow them to take full advantage of the opportunities it offers.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform<br>Poor quality or ill-fitting uniform may also impact upon mental health and wellbeing of students. This budget costing should help to alleviate these anxieties for identified children. | 3 |
| • Provide wraparound childcare services for those who find the start of the day hard / are often late. | Parents have found it to be beneficial to use our wraparound service as a discounted rate so that they can start work earlier. | 5 |
| • Use the newly purchased Jigsaw scheme for use as a whole class teaching to help teach children about their emotions, how ot identify these and regulate their emotions.<br>• Use of Zones of Regulation with all children to describe their emotions and develop a toolkit of regulation. | EEF state that, "In addition, the evidence suggests that some PSED approaches, such as Teaching and Modelling Managing Emotions and Feelings, may particularly benefit children experiencing disadvantage."<br><br>Moreover, "When it comes to the delivery of PSED, the existing evidence suggests that universal PSED approaches (i.e. delivered to all children in a setting) are effective, while the evidence on targeted approaches (i.e. delivered only to children experiencing social, emotional or behavioural challenges) is inconclusive (Blewitt et al., 2018; Blewitt et al., 2021; Murano, Sawyer and Lipnevich, 2020)." | 4 |

**Total budgeted cost: £42,420**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

The following review refers to actions made Sept 2024 to August 2025.

In some year groups, where our PP numbers are particularly low, we have chosen not to put information that might make the pupils identifiable.

1 **Within early reading and phonics, to maintain the high attainment of pupil premium children or close the gap of those children who had a lower academic starting point than their peers.**

Pupil Premium pass percentage can fluctuate due to the small number of PP children in each cohort, here 0, 4, 3 and 2 respectively.

| | **2022** | **2023** | **2024** | **2025** |
|---|---|---|---|---|
| % of pupils attaining ELG | 2021 No statutory data | 2022 ELG - 76 | 2023 ELG - 83.8 | 2024 ELG - 82.5 |
| All children - % age passing phonics check | 77 | 90 | 85 | 83 |
| All children progress from ELG | N/A | +14% | +1.2% | +0% |
| Average score | 34.2 | 32.9 | 35.5 | 33.1 |
| | | | | |
| % of PP pupils attained ELG | N/A | 75% | 33.3 | 50% |
| PP children - %age passing phonics check | N/A | 100 | 66.6 | 50% |
| PP children progress from ELG | | +25% | +33.3% | +0% |

In 2025, there were only 2 children who were PP eligible taking the phonics check in Year 1. Their average score equated to a 'pass', 32. The average score for all pupils was 33.1.

In 2025, there were 6 Year 2 children who retook their phonics check. 3 out of 6 of these passed the check. There was 1 PP eligible pupil who retook the check but did not pass.

Our phonics data shows fluctuation due to the previously mentioned small number of children in each cohort, but in the last 2 out of 3 years, more children have passed the phonics check than previously attained their ELG.

2 **Improve progress measures at Key Stage 2, particularly in writing and maths.**
Key Stage 2 usual progress measures were not available in 2024, due to covid. This is also the case for our 2025 data set.

| | |
|---|---|
| | Where this progress information is not available, we have used internal tracking mechanisms, comparing their EY outcomes to their end of key stage 2 outcomes where EY data was available. Where this was not possible as they were not in our school, we have compared their Year 3 Summer data (or when they started our school) to their Year 6 outcomes. We have extended this to our 2023 data sets also.<br><br>2023 Progress<br>• 2 out of 6 made accelerated progress with their reading and 2 made good progress.<br>• 1 out of 6 made accelerated progress with their writing and 5 made good progress.<br>• 1 out of 6 made accelerated progress with their reading, 4 made good progress and one less progress, though their scaled score was 99.<br><br>2024 Progress<br>• 6 out of 7 made accelerated progress with their reading and one made good progress.<br>• 3 out of 7 made accelerated progress with their writing and four made good progress.<br>• 7 out of 7 made good progress with their reading.<br><br>2025 Progress<br>• Of the children who had their whole journey with us, one made good progress in reading, one made accelerated progress and one made slightly less than good progress, though her scaled score was 99<br>• The same happened in writing.<br>• In maths, 2 of the 3 made good progress and one made accelerated progress. |
| 3 | **To ensure that disadvantaged children have the clothes they need to feel part of the school community.**<br>**To enrich the cultural capital of disadvantaged children.**<br><br>School trips and residentials were subsidised for all PP children at 25%.<br><br>There were no PP children that missed a trip due to financial reasons.<br><br>A variety of activities were offered to children across school to develop cultural capital: theatre, sporting events, clubs, museums, outdoor adventures etc.<br><br>Uniform allowance was offered to all pupils through our uniform provider. 11 children used this allowance. We have since contacted all children who are pupil premium eligible to tell them more information about how they can access this. In the first term of 2025/2026, there have already been 18 children who have accessed this.<br><br>35 / 44 Year 5 children went on the 2-day residential to Manchester (80%). 6 of these were Pupil Premium. 6 of the 7 pupil premium eligible students (85%).<br><br>46 Year 6 PP children went on the 3-day residential to Cote Ghyll (90% of the cohort). There were 6 pupil premium eligible, of which all 6 were on the residential (100% of eligible students).<br><br>In addition to this, we do offer a hardship funds for those families who are still experiencing financial pressures. Predominantly, this has been accessed by pupil premium children. |
| 4 | **To ensure that disadvantaged children have the therapy and / or counselling that they need.** |

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|---|---|
| | Where necessary, children have been offered play-therapy or therapy sessions through MIND. Depending on the original need, parents have reported an improvement in confidence, self-esteem etc. |
| 5 | **To improve attendance of PP children so that it is in line with non PP children.**<br><br>During the period Sept 2023 / July 2024, Chandlers Ridge Academy attendance was 94.7% (authorised absence 3.71% and unauthorised 1.59%. PP attendance was 92.02% (authorised absence 6.01% and unauthorised 1.97%).<br><br>The difference in pupil …<br><br>In the 2024/25 academic year, attendance was 95.03% (authorised absence 3.39% and unauthorised 1.58%. PP attendance was 94.25% (authorised absence 4.15% and unauthorised 1.6%). Low Pupil Premium numbers mean that each child's attendance has a significant impact on overall figures, but PP attendance is 2.23% higher than the previous year, with authorised absence down from 6 to 4.15%, making in more in line with non PP children.<br><br>All students:<br><br>Student Group ↓ \| Present R/C Marks (%) \| Auth. Absent R/C Marks (%) \| Unauth. Absent R/C Marks (%)<br>All Students \| 95.03% \| 3.39% \| 1.58%<br><br>Pupil Premium Eligible Students:<br><br>Student Group ↓ \| Present R/C Marks (%) \| Auth. Absent R/C Marks (%) \| Unauth. Absent R/C Marks (%)<br>All Students \| 94.25% \| 4.15% \| 1.6%<br><br>Non Pupil Premium Eligible Students:<br><br>Student Group ↓ \| Present R/C Marks (%) \| Auth. Absent R/C Marks (%) \| Unauth. Absent R/C Marks (%)<br>All Students \| 95.13% \| 3.29% \| 1.58%<br><br>As a staff we appreciate that the attendance of all pupils is everyone's responsibility. More measures are being introduced with more frequent attendance letters to people whose attendance is starting to show signs of decline. Furthermore, more positive incentives are being introduced to encourage children to continue this upward improvement in the coming year. |

## Externally provided programmes

| ***Please include the names of any non-DfE programmes that you purchased in the previous academic year. This*** | **Provider** |
|---|---|

| ***will help the Department for Education identify which ones are popular in England* Programme** | |
|---|---|
| Times tables Rock Stars | Maths Circle Ltd |

## Service pupil premium funding

| **How our service pupil premium allocation was spent last academic year** |
|---|
| Chandlers Ridge Academy has a very small number of service children (3 children in 2023/24. In most of these instances, one parent lives away from the family home for significant periods of time.<br><br>Spending of this premium centres on<br><br>• Contribution towards the Jigsaw scheme of PSHE which discusses different family units and promotes mental health, wellbeing, mindfulness and resilience.<br><br>• Staff available for drop-in sessions, to provide children with the opportunity to talk openly and freely during challenging times. |
| **The impact of that spending on service pupil premium eligible pupils** |
| The impact of that spending on service pupil premium eligible pupils Service Pupil Premium spending is used to ensure that the pastoral needs of these children are met. Staff are particularly mindful of pastoral need at a time when a service parent may be deployed away from the family home for extended periods. |