



Pupil premium strategy statement – Chellaston Fields Spencer Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils in the Year 2025-2026.

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	189
Proportion (%) of pupil premium eligible pupils	14%
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)	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	J Sheard
Pupil premium lead	J Sheard
Governor / Trustee lead	R Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,739.17
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£43,739.17



Part A: Pupil premium strategy plan

Statement of intent

When determining how Pupil Premium funding is used, we carefully consider the specific context of our school and the challenges faced by our children. This approach is informed by ongoing analysis of school data alongside research and guidance from the Education Endowment Foundation (EEF).

Disadvantaged children may experience a range of barriers to learning, including reduced support outside of school, lower development starting points when entering school, delayed language and communication development, low confidence, difficulties with behaviour, issues relating to attendance and punctuality. In some cases, children may also be affected by complex family circumstances or wider social factors that can impact on engagement and progress. Barriers are not uniform: there is no single approach that will meet the needs of all.

We recognise that the proportion of children eligible for free school meals does not fully reflect the level of disadvantage within the school. The percentage has increased since census data was collected. There is an overlap between children who are eligible for Pupil Premium and those who are identified as vulnerable through other indicators, such as involvement with social care or inclusion on the SEN register.

All teaching staff are involved in the analysis of attainment and progress to support the identification of need. There is a shared understanding of strengths, gaps and priorities across the school.

Ultimate Objectives

Our use of Pupil Premium funding aims to...

- narrow the attainment gap between disadvantaged children and their peers
- ensure that disadvantaged children make at least expected progress, and where possible exceed national expectations
- support children's health and wellbeing so that they are able to engage with learning and achieve their potential

Principles

- We strive to ensure that teaching and learning opportunities are high quality and meet the needs of all children.
- We strive to ensure that appropriate provision is made for children who are identified as vulnerable, including those experiencing social disadvantage, with needs carefully assessed and regularly reviewed.
- We recognise that eligibility for free school meals does not automatically indicate disadvantage, and that children may face barriers to learning for a range of reasons.



- Pupil Premium funding is allocated through a needs-led approach, informed by data, professional judgement and evidence of effective practice. Not all eligible children will receive targeted interventions at the same time.
- We also recognise that some children who are socially disadvantaged may not be eligible for, or registered as, receiving free school meals. Where appropriate, Pupil Premium funding may be used to support children or groups of children who have been legitimately identified by the school as experiencing disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	A key challenge for a number of disadvantaged children is beginning EYFS and progressing into KS1 with limited early language and literacy experiences. Some children have had fewer opportunities to engage in storytelling, shared reading and high-quality talk at home, which can result in lower starting points in vocabulary, language comprehension and background knowledge. These early gaps can affect children's confidence and their ability to access learning across the curriculum. Additionally, some children enter school with underdeveloped early reading skills, including weaknesses in phonological awareness. This can make it more difficult for children to secure accurate decoding and develop fluency as they move through KS1. Where these challenges overlap with additional vulnerabilities, such as identified SEN or wider family circumstances, barriers to early reading development may be further increased. Addressing these needs early is essential to ensure pupils are well prepared for the demands of reading and learning as they progress through school.
2	A challenge for a number of disadvantaged children is developing the skills needed to speak and listen effectively within the classroom. Some children enter EYFS with limited experience of structured talk, resulting in reduced confidence, weaker vocabulary and difficulty expressing ideas clearly. These gaps can persist into KS1, affecting children's ability to engage with learning, collaborate with peers and access the language demands of the curriculum. Limited oracy skills can also impact children's wellbeing and self-regulation, as well as their ability to think critically and explain understanding. Strengthening children's spoken language is essential in supporting wider literacy development and ensuring all children are able to participate fully in classroom learning.



3	An increasing challenge within school is that some children find it difficult to regulate their emotions independently. While wider factors such as busy home lives, digital exposure and reduced opportunities for face-to-face interaction may contribute, the impact is seen in school through heightened anxiety, emotional outbursts and difficulty managing transitions or change. These challenges can affect children's ability to focus, engage with learning and build positive relationships. Where emotional regulation skills are not secure, children may struggle to access learning consistently across the curriculum. Developing emotional literacy and supporting self-regulation are therefore essential in enabling children to learn effectively and build resilience.
4	The disruption caused by the COVID-19 pandemic continues to impact children's rehearsal and consolidation of key skills underpinning learning across the curriculum. Periods of remote learning and reduced access to structured teaching limited opportunities for children, particularly younger learners, to practise and secure foundational skills in literacy and numeracy. For some children, this has resulted in gaps in fluency, confidence and retention, which remain evident as they progress through school. These challenges have contributed to attainment gaps and continue to affect children's ability to access age-related learning without targeted support.



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
The majority of disadvantaged children make strong progress from their individual starting points across the curriculum.	- In the academic year 2025–26, over 90% of disadvantaged children make at least expected progress from their starting points. - Disadvantaged children identified as working below or working towards age-related expectations receive targeted intervention. - Identified children demonstrate accelerated progress, enabling gaps to narrow over time.
Disadvantaged children achieve outcomes in phonics that are in line with, or above, national averages.	- By the end of KS1, disadvantaged children attain in line with or above national outcomes in the phonics screening check. - Gaps between disadvantaged children and peers are reduced year on year.
Children develop confident use of spoken language to support learning, literacy and engagement across the curriculum.	- Spoken language opportunities are planned and embedded across all subjects. - Technical vocabulary is explicitly mapped and taught across the curriculum. - Children increasingly articulate ideas clearly and confidently in a range of contexts.
Children develop the skills needed to regulate their emotions and engage positively with learning.	- Children demonstrate improved emotional regulation in class. - Reduced incidents of dysregulation impacting learning. - Children are better able to manage transitions, change and learning challenges.
All disadvantaged children benefit from enriched experiences that broaden knowledge, understanding and aspiration.	- All disadvantaged children access at least one school visit per academic year. - Children have access to extra-curricular clubs. - A programme of visitors and enrichment opportunities is provided throughout the year.
Attendance for disadvantaged children is in line with national averages.	- Attendance for disadvantaged children is in line with national figures. - Persistent absence among disadvantaged children is reduced.
Disadvantaged children achieve outcomes in the Year 4 Multiplication Tables Check in line with national expectations.	- Disadvantaged children attain in line with national outcomes in the MTC. - Children demonstrate increased fluency and confidence in multiplication recall.



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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD focused on early language, early reading and phonics pedagogy (EYFS–KS1)	EEF – <i>Improving Literacy in the Early Years</i> : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years EEF – <i>Preparing for Literacy</i> : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/preparing-for-literacy	1, 4
Whole-school CPD on oracy and purposeful classroom talk	EEF – <i>Oral Language Interventions</i> : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions DfE – <i>Speaking and Listening in Primary Schools</i> : https://www.gov.uk/government/publications/speaking-and-listening-in-primary-schools	1, 2
Training staff in evidence-informed approaches to behaviour, regulation and co-regulation	EEF – <i>Improving Behaviour in Schools</i> : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour <i>Trauma informed approach to behaviour</i> : Trauma-ID-EXCERPT.pdf	3
Curriculum and assessment CPD to support retrieval, rehearsal and progression of core skills	EEF – <i>Improving Literacy in KS1 & KS2</i> : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1-ks2 EEF – <i>Improving Mathematics in Primary Schools</i> : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-primary	1, 4
Instructional coaching to embed consistent,	EEF – <i>Effective Professional Development</i> : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 4



high-quality teaching practices		
Recruitment, retention and mentoring of EYFS/KS1 and KS2 teachers	DfE – <i>Teacher Recruitment and Retention Strategy</i> : https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy EEF – <i>Effective Professional Development</i>	1, 2, 4

Targeted academic support

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted maths tutoring to close attainment gaps by the end of KS2	EEF – <i>Small Group Tuition</i> : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF – <i>Improving Mathematics in Primary Schools</i> : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-primary	4
Daily phonics intervention delivered (Little Wandle)	EEF – <i>Phonics</i> : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics DfE – <i>Reading Framework</i> : https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1, 4
Targeted rapid catch-up phonics for pupils working below expected standards	EEF – <i>Making a Difference with Effective Tutoring</i> : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/tutoring EEF – <i>Improving Literacy in KS1</i> : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1	1
Small-group reading fluency sessions	EEF – <i>Reading Comprehension Strategies</i> : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF – <i>Improving Literacy in KS1 & KS2</i>	1, 4
Speech and Language (SaLT) intervention	EEF – <i>Oral Language Interventions</i> : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2



Targeted SEMH intervention to support regulation and engagement with learning	EEF – <i>Social and Emotional Learning</i> : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF – <i>Improving Behaviour in Schools</i>	3
Mastering Number intervention to strengthen number fluency	EEF – <i>Improving Mathematics in the Early Years and KS1</i> : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-early-years-ks1 NCETM – <i>Mastering Number Programme</i> (DfE supported): https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/	1, 4

Wider strategies

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment through educational visits (minimum of one visit per year group, per year)	EEF – <i>Arts Participation and Outdoor Adventure Learning</i> highlight benefits for engagement, confidence and wider outcomes, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit DfE – <i>Cultural Education Plan</i> emphasises equal access to enrichment opportunities.	1, 2, 3
After-school enrichment clubs	EEF – <i>Arts Participation and Physical Activity</i> show positive impacts on wellbeing, engagement and social skills: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF – <i>Social and Emotional Learning</i> .	2, 3
Targeted support for attendance and punctuality	EEF – <i>Improving Behaviour in Schools</i> highlights the importance of consistent routines and proactive support; DfE – <i>Working Together to Improve School Attendance</i> : https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	3, 4
Parent meetings to	EEF – <i>Parental Engagement</i> shows that well-designed school-led engagement can improve	1, 4



build relationships and share assessment information	outcomes: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Workshops for parents focused on early reading, phonics and key assessments	DfE – <i>The Reading Framework</i> : https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy EEF – <i>Improving Literacy in the Early Years</i> supports parental understanding of early reading.	1
Wellbeing-focused provision to support emotional literacy and regulation	EEF – <i>Social and Emotional Learning</i> : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF – <i>Improving Behaviour in Schools</i> .	3
Early Help engagement through termly parent workshops signposting local services and support	DfE – Early Help System Guide highlights the importance of early intervention and partnership with families and services. EEF – Parental Engagement supports building trust and access to support.	3, 4

Total budgeted cost: £61,000



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Disadvantaged children (DC)	Other children
% achieving GLD	100% (1/1)	71% (72% cohort)
Year 1 phonics	0% (0/3)	78% (70% cohort)
Year 2 Reading	75% (3/4)	65% (67% cohort)
Year 2 Writing	75%	65% (67% cohort)
Year 2 Maths	75%	69% (70% cohort)
Passing phonics check by end of Y2	100%	88% (90% cohort)
Year 4 Multiplication check	33% (2/6) 20.5 (av.)	42% (40% cohort; 21.8 av.)

Intended outcomes 2024-25

- 1) The gap between dis-advantage and non-disadvantaged children is diminishing, meaning that a high proportion of disadvantage children are working at an age-appropriate level in reading**

Disadvantaged readers at Reception and Year 2 are outperforming others suggesting that interventions are allowing children to close the gap and work at an age-appropriate level in reading. This needs to be monitored further when Year 6 cohort joins begins in September 2025.

- 2) The gap between dis-advantage and non-disadvantaged children is diminishing, meaning that a high proportion of disadvantage children achieve the expected standard in phonics.**

Phonics not demonstrating consistency in performance of disadvantaged children. Year 1 phonics 0% of disadvantaged achieved a pass, but 100% in Year 2. This will be monitored over time to ascertain whether this is a trend or cohort specific.



- 3) The gap between dis-advantage and non-disadvantaged children is diminishing, meaning that a high proportion of disadvantage children are working at an age-appropriate level in maths.**

Year 2 disadvantaged outperforming other children in maths. Year 4 disadvantaged not performing as well in MTC check.

- 4) Disadvantaged pupils who have additional needs will have a personalised approach to learning that meets their needs.**

Personalised approach in place for individuals but these needs developing to ensure consistency and further CPD needed for individuals leading identified interventions.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle Phonics	Letters and Sounds A complete Phonics resource to support children
Reading Plus	ReadingPlus Student Login
Learning By Questions	Learning by Questions LbQ
Zones of Regulation	Self-Regulation Curriculum The Zones of Regulation

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

NA

The impact of that spending on service pupil premium eligible pupils

NA



Further information

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

When developing our Pupil Premium strategy, we drew on evidence from the Education Endowment Foundation (EEF), including analysis of the Families of Schools database to understand the performance of disadvantaged pupils in schools with a similar context. We also considered practice from schools where disadvantaged pupils achieve particularly well, in order to identify effective approaches that could inform our own provision.

Our planning has been informed by a range of reports, studies and research relating to the effective use of Pupil Premium funding, the impact of disadvantage on educational outcomes, and evidence-based strategies for addressing educational disadvantage. This has supported a clear and evidence-informed approach to meeting the needs of our pupils.

The strategy has been shaped using the EEF's implementation guidance and is supported by a robust evaluation framework to enable ongoing review and refinement, ensuring improved outcomes for pupils over time.