



Pupil Premium Strategy Statement Chadsgrove School

This statement details our school's use of Pupil Premium funding for the 2025-2026 academic year 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	Chadsgrove School
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	33.6%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rebecca Gayden, Head of School
Pupil Premium Lead	Angela Macvie
Governor Lead	Richard Bates

Funding Overview

Detail	Amount
Pupil premium funding allocation for the financial year 2025-2026	£56,510
Pupil Premium Funding (LAC)	£21,000
Pupil premium funding carried forward from previous years	£29,431
Total budget for this financial year	£106,941

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our aim is to use Pupil Premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust assessment of need, and helping pupils to access a broad and balanced curriculum at all times.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each pupil based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant support, skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	<p>Complex Learning Difficulties and Disabilities, incorporating physical, health, learning, communication, sensory and behavioural needs</p> <p>Many of the pupils at Chadsgrove have several difficulties and disabilities that co-exist. These multiple difficulties often arise from an acquired brain injury as a result of a traumatic event, premature birth, surviving infancy due to advanced medical interventions, rare chromosomal disorders or as a result of parental substance abuse.</p> <p>Physical difficulties range from motor co-ordination difficulties to complex physical and health needs. They require additional, and often intensive support in order to ensure that their postural management, curriculum access and mobility needs are met.</p> <p>Learning difficulties range from moderate to profound and multiple learning difficulties (PMLD). Pupils require individualised teaching programmes with adapted and highly differentiated resources and learning outcomes. Pupils need to be provided with learning opportunities that motivate them and give them high aspirations for their future.</p>

	<p>Most pupils at Chadsgrove have significant challenges around communicating and expressing their needs including non-verbal, limited language and social interaction difficulties. They frequently require a total communication approach, supported by the use of both low and high tech Alternative and Augmentative Communication resources (AAC)</p> <p>Effective communication strategies need to be embedded throughout their time both at school and the wider community. They need staff skilled in assessment and in using both high- and low-tech resources to be able to access learning and play their part within class most effectively.</p> <p>A significant number of pupils have additional sensory needs. These pupils need experienced, well trained staff to provide appropriately differentiated and personalised resources to meet their individual needs. Appropriately sensory environments are also essential for these pupils.</p> <p>A small number of pupils require support to manage their behaviour and need staff skilled in understanding the communicative intent of such behaviour and the ability to planned effective support strategies</p>
2	<p>Restrictions Placed on Accessing Education</p> <p>These may occur as a result ill health leading to extended periods of absence from school. The education, wellbeing and wider aspects of development of many disadvantaged pupils have, and continue to be, impacted by the pandemic.</p>
3	<p>Emotional Health and Wellbeing Difficulties</p> <p>These may result from issues linked to their disability, social/economic experiences or from being Looked After/subject to a Child in Need or Protection Plan</p>
4	<p>Parent Carer Engagement</p> <p>An increasing number of pupils have a language other than English as their primary language – this includes an increasing number of pupils with refugee status. The difficulties that parent carers experience with language impacts upon their levels of engagement with school staff and, subsequently, the progress that their children make</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
<p>Challenge 1 To ensure that pupils are able to use a range of communication systems to aid their understanding and to develop expressive communication skills.</p> <p>To ensure that the curriculum can be appropriately differentiated and personalised according to individual need</p> <p>To ensure that individual pupils are able to receive targeted support across the curriculum where a particular need has been identified</p>	<p>Pupils will consistently use AAC, where it is required, to communicate their thoughts, feelings and wishes or demonstrate their knowledge Pupils will have an improved ability to understand symbolic representations/words and be able to use this knowledge to improve their communication skills Pupils will have improved literacy, written and oral communication skills</p> <p>Pupils will make at least expected progress against their EHC Plan targets wherever possible</p> <p>Pupils will overcome specific barriers to learning and make progress against either their baseline assessment prior to intervention of their identified EHC Plan target</p>
<p>Challenge 2 To ensure that pupils can continue to make progress in their learning as the result of long-term school absence due to ill-health</p>	<p>Pupils will be able to access the remote learning opportunities available to them when they are unable to attend school and continue to make progress against their EHC targets as a result</p>
<p>Challenge 3 To ensure the provision of effective mental health and wellbeing resources, training and provision within school</p>	<p>Pupils in need of emotional support are promptly recognised, understood and have their needs appropriately met. As such they are able to engage with learning and make in their learning</p>
<p>Challenge 4 To ensure that all parent carers are able to effectively engage with school staff</p>	<p>Pupils for whom English is not their primary language will make expected progress against their EHC outcomes and have their holistic needs effectively met</p>

Activity in This Academic Year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. In planning our new pupil premium strategy, we looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£20,000**

Challenge	Activity	Evidence that Supports this Approach
<p>Challenge 1 To ensure that the curriculum can be appropriately differentiated and personalised according to individual need</p>	<p>Provision of adapted equipment, postural aids, technology or mobility resources to enable pupils to access the curriculum (£10,000)</p>	<p>Adaptive equipment can significantly boost student motivation by providing them with the tools to engage with content in a way that suits their unique learning needs. https://lordslibrary.parliament.uk/assistive-technology-in-education-and-employment/</p> <p>Adaptive technologies help close learning gaps. For example, devices like audiobooks and electronic note-taking tools have been linked to improved reading comprehension and writing skills among students with reading disabilities, such as dyslexia. Center on Technology and Disability (2016). Assistive Technology Supports for Student Success. National Center on Accessible Educational Materials.</p> <p>Adapted technology often supports social and behavioural engagement. A study from Exceptional Children highlighted that students using communication devices, for instance, can interact more effectively with peers and teachers, which improves their social skills and sense of belonging in the classroom environment. https://www.tandfonline.com/doi/full/10.3109/07434618.2012.737024</p>
<p>Challenge 2 To ensure that pupils can continue to make progress in their learning as the result of long-term school absence due to ill-health</p>	<p>Provision of IT equipment, resources and software to access on-line sessions and home learning (£10,000)</p>	<p>Provision of any resources that a pupil needs whilst accessing learning from home enables them to effectively engage in learning opportunities and continue to make progress in their learning. These resources provide tailored experiences that are matched to pupil need.</p> <p>Technology such as laptops and iPads enable pupils to access the on-line learning opportunities available to them</p> <p>For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum:</p>

		<p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Ensuring access to technology is key, particularly for disadvantaged pupils. Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. (https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils)</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £69,000

Challenge	Activity	Evidence that supports this approach
<p>Challenge 1 To ensure that pupils are able to use a range of communication systems to aid their understanding and to develop expressive communication skills.</p>	<p>Provision of services and resources to support both written and oral communication (£12,000)</p>	<p>Pupils need to have the means through which to increase their vocabulary and express themselves if they are able to make progress in their learning.</p> <p>Case and group studies indicate that AAC interventions have been found to be useful in expanding the communication of many individuals with a broad range of underlying conditions affecting their communication potential. https://www.communicationmatters.org.uk/wp-content/uploads/2019/06/2013_Shining_a_Light_on_AAC.pdf</p> <p>'What Works': Interventions for children and young people with speech, language and communication needs</p> <p>The Language, Learning and Cognition Lab at Royal Holloway, University of London has been investigating reading and learning methods including phonics since 2002. In its latest study, its researchers have shown that helping learners to focus on the relationship between letters and sounds in reading instruction has a dramatic impact on the accuracy of reading aloud alongside improved comprehension. https://senmagazine.co.uk/content/specific-needs/literacy/2179/in-support-of-phonics/</p>

		<p>Phonics has a positive impact overall and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>
<p>Challenge 2 To ensure that individual pupils are able to receive targeted support across the curriculum where a particular need has been identified</p>	<p>Provision of support for pupils who require focused interventions (£52,000)</p> <p>Provision of any resources necessary to support a pupils personal targets, including sensory resources for pupils with PMLD (£5,000)</p>	<p>1:1 support to pupils enables learning to be personalised and closely matched to pupil need. Difficulties can be quickly spotted and therefore promptly addressed.</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>It is also important to equip staff to identify and support SpLD. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/926052/specific-learning-difficulties-spld-cst-report.pdf</p> <p>The EEF's Teaching and Learning Toolkit highlights that tailored or individualised learning resources can lead to increased motivation and academic progress. Studies reviewed in this toolkit indicate that customized resources, which align with students' interests and current levels, lead to more effective learning as they meet students' specific educational needs and personal engagement styles. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Children and young people with CLDD are a distinctive group of learners requiring educators to make personalised professional responses to their profile of learning need. (The CLDD Research Project. https://files.eric.ed.gov/fulltext/ED525543.pdf)</p> <p>The Rochford Review, commissioned by the Department for Education, highlights the significance of sensory resources for students with PMLD, especially in developing communication, cognition, and social interaction skills. The report emphasizes that sensory-</p>

		<p>rich environments, including tools such as textured objects, lights, and sound-based resources, play a crucial role in engaging PMLD students, helping them build a sense of agency in their learning environment.</p> <p>https://www.gov.uk/government/publications/rochford-review-final-report</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,000

	Activity	Evidence that supports this approach
<p>Challenge 3 To ensure the provision of effective mental health and wellbeing resources, training and provision within school</p>	<p>Provision of specialist emotional wellbeing support and resources for pupils, including bereavement and therapeutic support (£15,000)</p>	<p>Having resources available to support emotional health and well-being sessions will increase the impact of these lessons and help develop the emotional understanding and resilience of pupils. Students are more able to engage with learning if they are emotionally strong and resilient.</p> <p>Mental health is the most pervasive and co-occurring need to compound and complicate children’s special educational needs and disabilities. (The CLDD Research Project https://files.eric.ed.gov/fulltext/ED525543.pdf)</p> <p>Relationships skills are built through introducing pupils to different scenarios (written, modelled or through reflective questions) in order to develop schemas around appropriate responses.</p> <p>Communication skills are developed through helping children recognise communication barriers. This is done through sharing examples (e.g. use of stories) but also through the explicit teaching and modelling of schemas – rules and protocol for initiating conversation and sharing thoughts and feelings. This can be done through modelling and role play techniques. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social_and_Emotional_Learning_Evidence_Review.pdf</p> <p>Alongside developing emotional an expanded emotional vocabulary, teachers can pursue self -reflective questioning with children in order form them to evaluate their self-perceptions. This can be done with existing stimulus material and/or and facilitated through discussion (e.g. circle time) dependent on the age of the children.</p>

		https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Social and Emoional Learning Evidence Review.pdf
Challenge 4 To ensure that all parent carers are able to effectively engage with school staff	Provision of interpreter support for parents in order to increase engagement (£2,000)	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Schools which successfully engage parents make use of a broad understanding of parental engagement, and their parental engagement strategies accord with the interpretations and values of the parents they are aimed at. Parental engagement with children's learning is effectively supported when parents receive clear, specific and targeted information from schools.</p> <p>https://assets.publishing.service.gov.uk/media/5a79f82c40f0b66a2fbfef2d/DFE-RR156.pdf</p>

Total budgeted cost: £104,000

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.

Challenge 1

To ensure that the curriculum can be appropriately differentiated and personalised according to individual need

The following provisions have been put in place:

- Purchasing the Little Wandle e-library
- Objects of reference
- E-Tran frame
- Phonics interventions
- SpLD support, training and resources, including an extended course for the pupil premium support worker
- Additional SaLT support that prioritises the needs of pupil premium children but also upskills staff to improve the communication of all pupils
- Employment of a pupil premium support worker to provide targeted support/resources
- Out of school tutoring in English and Maths for pupils who are CLA
- Sensory resources

The impact of this provision is as follows:

- Increased access to technology to support learning
- Improved independence and ability to engage in learning
- Improved progress in phonics/reading with a greater number of pupils making better than expected progress
- Increased engagement in reading and a love of books/stories
- Effective identification and support for pupils with specific learning difficulties
- Increased communication potential
- Increased staff expertise in the area of communication
- Improved literacy skills and curriculum delivery
- Additional personalised learning opportunities
- Improved assessment and planning for learning

Challenge 2

To ensure that pupils can continue to make progress in their learning as the result of long-term school absence due to ill-health

The following provision have been in put in place:

- Renewal of on-line learning resources (e.g. Education City, URBrainy)
- Tutoring support provided both online and in the home

- Providing 'physical' work to continue with whilst at home

The impact of this provision is as follows:

- Increased access to online learning opportunities for pupils unable to attend school but also for all pupils to engage in learning opportunities whilst at home
- Continued educational input during extended absences with work/targets appropriately differentiated and personalised

Challenge 3

To ensure the provision of effective mental health and wellbeing resources, training and provision within school

There has continued to be an emphasis on emotional wellbeing this year as the importance of a pupil being emotionally ready to learn cannot be underestimated. Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. The following provisions have been in put in place:

- Music Therapy
- Therapeutic Youth worker
- Drawing and talking therapy
- Lego Therapy

The pupil premium worker is continuing to develop SEND resources and materials to support staff across school as they work with both bereaved and emotionally challenged pupils.

The impact of this provision is as follows:

- Pupils are able to engage with learning because they are developing emotional resilience and understanding

Challenge 4

To ensure that all parent carers are able to effectively engage with school staff

- Employing interpreters to support parents at meetings/annual reviews

The impact of this provision is as follows:

- Increased parental engagement in school life and learning and an understanding of the skills that their child needs to develop
- Improved engagement with meetings