

## Chelveston Road School Pupil Premium Strategy Statement 2025-2028

This statement details Chelveston Road School's use of pupil premium funding for 2025 - 2026, 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 during 2024 - 2025.

The following publications have been used to support our strategy statement:

[Using Pupil Premium: A Guide for Leaders](#)

[The EEF Guide to the Pupil Premium](#)

### School overview

Detail	Data
School name	Chelveston Road
Number of pupils in school	145 students 140 (Years 7- 11) 5 (Post 16)
Proportion (%) of pupil premium eligible pupils	48%
Number of pupils in receipt of pupil premium funding for this year (yr 8 – 13)	49 / 112 students (2024/5)
Number of pupils eligible for pupil premium funding (yr 7 – 13)	68 / 143 (2025/6)
1	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mark Adams (Head)
Pupil premium lead	Mel Barron (AHT)
Governor / Trustee lead	Pete Ijewsky

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,675
Pupil premium funding carried forward from previous year (to fund English and Maths resources for KS4 classes)	£0
<b>Total budget for this academic year</b>	<b>£52,675</b>

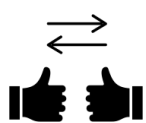
## Part A: Pupil premium strategy plan

### Statement of intent

#### *'Every Child, Every Chance, Every Day'*

Our school vision encompasses our ultimate objective for all our students, and none more so than our most disadvantaged. Our aim is to use the pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

Our school values underpin our vision for education and permeate in all we do. We value:



RESPECT



RESILIENCE



INTEGRITY

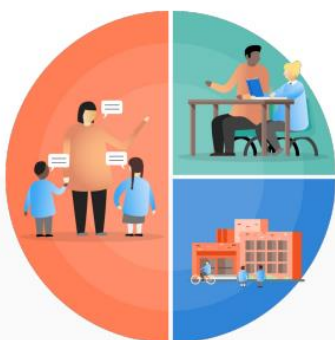


KINDNESS



HONESTY

Our current strategy aims to meet these objectives using a tiered approach:



1. High Quality Teaching – we will ensure that there is an effective teacher leading every class, and that every teacher is supported to keep improving.

2. Targeted academic support – we will ensure that we have a skilled, effective team of teaching assistants who lead and deliver structured one-to-one or small group intervention to classroom teaching.

3. Wider strategies – we will ensure that non-academic barriers are also removed by providing attendance support and behaviour/social and emotional support.

Using the tiered approach, the teacher will focus on areas where disadvantaged pupils require it most, providing targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

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. We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to KS3 in reading.
2	Low attainment on entry to KS3 in maths.
3	Lack of external support for pupils with Speech, Language and Communication Needs (SCLN).
4	Increase in the number of pupils with social, emotional, and mental health difficulties.
5	Punctuality and attendance are lower than non-disadvantaged pupils. This results in lost learning time.
6	Lack of financial resource to provide pupils with enrichment opportunities, developing their cultural capital.

## 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
1. Improved reading age.	Narrow the attainment gap between chronological age and reading age.
2. Improve fluency in maths.	Recall of number facts and timetables improve from baseline to the end of the year.
3. Regular SALT provision in place.	Continue the development of SALT across the school. Increased staff skills and understanding of SLCN.
4. Improve pupils' abilities to self-regulate.	SEMH needs are met through targeted support, improving concentration, and learning outcomes
5. Improve the attendance of pupil premium students in line with national averages.	All students attend school daily and arrive on time. No lost learning time.
6. Improve the cultural capital of all pupil premium students to enrich their lives.	All students feel fully included as part of the school team. Participation in extracurricular activities/clubs is in line with non-disadvantaged pupils.

## Activity in this academic year

This details how we intend to spend our pupil premium funding during **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Raise attainment in reading by ensuring that all children receive challenging and engaging quality first teaching to meet their needs. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Use of quality texts for whole class reading.</i></li> <li>• <i>Staff development and CPD in phonics (RWI) to support children working below age related expectations on entry to KS3.</i></li> <li>• <i>Fully decodable reading scheme.</i></li> <li>• <i>Visual Stress screening to ensure barriers to reading are reduced.</i></li> <li>• <i>Updated reading assessment to check sentence reading and comprehension.</i></li> <li>• <i>Additional progressive library books to bridge RWI and free reading.</i></li> </ul>	<p><i>EEF Toolkit: Reading Comprehension Strategies +6 months.</i></p>	<p><i>1</i></p>
<p><i>Raise attainment in maths by ensuring that all children receive challenging and engaging quality first teaching to meet their needs. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Rapid recall lessons on a weekly basis (TT Rockstars).</i></li> <li>• <i>Planned inter-house competitions using TT Rockstars.</i></li> <li>• <i>Adopt the White Rose maths scheme to develop a consistent approach in planning and representation.</i></li> <li>• <i>Staff development and CPD in maths, using the framework from the NCETM.</i></li> <li>• <i>Maths enrichment activities planned to develop engagement and problem-solving skills.</i></li> </ul>	<p><i>EEF Toolkit: Mastery Learning +5 months.</i></p>	<p><i>2</i></p>
<p><i>Ensure Quality First Teaching (QFT) is effective in all classrooms to meet the diverse needs of all learners. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Developing a consistent approach to the T&amp;L strategies adopted in all subjects.</i></li> <li>• <i>Building staff expertise through CPD opportunities.</i></li> <li>• <i>Implementing a T&amp;L coaching programme.</i></li> <li>• <i>Maths, English and Science subject leaders recruited to develop all aspects of QFT.</i></li> </ul>	<p><i>EEF Toolkit: Metacognition and Self-regulation Learning +8 months.</i></p>	<p><i>1 and 2</i></p>

<ul style="list-style-type: none"> <li>• <i>Walk Thru training/model introduced to develop and promote thinking skills.</i></li> </ul>		
<p><i>Develop the whole child and improve cultural capital by providing:</i></p> <ul style="list-style-type: none"> <li>• <i>Specialist sports coaching.</i></li> <li>• <i>Specialist music teaching (in KS3).</i></li> <li>• <i>Swimming lessons.</i></li> <li>• <i>1:1 coaching</i></li> <li>• <i>Alternative provisions (off site)</i></li> </ul>	<p><i>EEF Toolkit: Physical Activity +1 month. Arts Participation +3 months. 1:1 tuition +5 months</i></p>	6

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

Budgeted cost: £10,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Implement the RWI Phonics programme for targeted phonics and reading support. Daily interventions to be led by Teaching Assistants.</i>	<i>EEF Toolkit: Reading Comprehension Strategies +6 months.</i>	1
<i>Dyslexia Screening Programme.</i>		1
<i>Implement SALT programmes for targeted speech and language support. Training Teaching Assistants with specific communication and language interventions, eg: Lego Therapy.</i>	<i>EEF Toolkit: Oral Language Interventions +6 months.</i>	3

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>SLT and Family Support Worker time to support families with poor attendance and punctuality. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Daily attendance checks</i></li> <li>• <i>Home visits</i></li> <li>• <i>Monitoring trends</i></li> <li>• <i>Working closely with North Northamptonshire Council to support families with persistent absence.</i></li> </ul>	<p><i>EEF Toolkit: Parental Engagement +6 months</i></p>	<p>5</p>
<p><i>Improve self-regulation of all students by:</i></p> <ul style="list-style-type: none"> <li>• <i>Trained ELSA to lead 1:1 intervention sessions on a weekly basis for students with social and emotional needs.</i></li> <li>• <i>Trained Drawing and Talking practitioners to deliver 1:1 intervention sessions on a weekly basis for students with social and emotional needs.</i></li> <li>• <i>Pastoral Support Officer to lead 1:1 intervention on a weekly basis for students with social and emotional needs.</i></li> <li>• <i>Appoint a further 2 (6 in place) Support Assistants to complete the Mental Health First Aid training.</i></li> <li>• <i>Utilise external companies for specific therapies such including Seeds of Change, The Compound, Jogo Behaviour Support to offer tailored support for individual pupils.</i></li> </ul>	<p><i>EEF Toolkit: Social and Emotional Learning +4 months</i></p>	<p>4</p>
<p><i>Develop a whole school approach to mental health and wellbeing by:</i></p> <ul style="list-style-type: none"> <li>• <i>AHT trained as the SMH Lead for the school.</i></li> <li>• <i>Create a mental health policy.</i></li> <li>• <i>Include mental health and wellbeing lessons as part of the PSHE / RSHE offer.</i></li> </ul>	<p><i>EEF Toolkit: Social and Emotional Learning +4 months</i></p>	<p>4</p>
<p><i>Increase the Pastoral Support team to provide 3 trained Thrive practitioners to:</i></p> <ul style="list-style-type: none"> <li>• <i>Support with individual, small group and whole class interventions.</i></li> <li>• <i>Provide support for pupils who struggle to engage with routines and expectations.</i></li> </ul>	<p><i>EEF Toolkit: Social and Emotional Learning +4 months</i></p>	<p>4 and 5</p>

## Chelveston Road School Pupil Premium Strategy Statement 2025-2028

<ul style="list-style-type: none"> <li>To target students whose attendance is below the national average, by providing appropriate pastoral support and understanding of barriers causing school avoidance.</li> </ul>		
<p>Develop the whole child and improve their cultural capital by offering:</p> <ul style="list-style-type: none"> <li>Weekly enrichment programme.</li> <li>Wide range of lunchtime and after school clubs.</li> <li>Trips and visitors.</li> <li>Learning to ride a bike and learn to swim.</li> </ul>		6
<p>Increase outdoor learning opportunities by:</p> <ul style="list-style-type: none"> <li>Setting up a Forest School.</li> <li>Additional playground equipment and markings.</li> </ul>	EEF Toolkit: Metacognition and Self-Regulation +8 months	6
<p>Due to the cost-of-living crisis, additional support will be provided to families to cover:</p> <ul style="list-style-type: none"> <li>Uniform costs.</li> <li>Breakfast club.</li> </ul>		

### Total budgeted cost

Breakdown of cost by section	Budget
Teaching	£7,000
Targeted academic support	£10,000
Wider strategies	£35,000
Contingency	£675
<b>Total budgeted cost</b>	<b>£52,675</b>

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<b>High Quality Teaching and Learning</b>																															
<b>Planned outcome</b>	<b>Results</b>																														
Improved reading age.	<p>Of the 66 pupils accessing the RWI phonics programme in 2024-25, 48 pupils have completed the full programme and can now read with increased fluency.</p> <p>42% of this group (28 students) were eligible for PP and of these, 79% completed the full programme, compared to 68% of non-PP students. Early assessment of all year 7 students was a priority: 100% of students required targeted support. 48% of students in year 7 completed the full programme. Of these, 58% were eligible for PP compared to 38% non-PP.</p> <p>RWI will continue to be provided to all PP students who require additional support with their reading in 2025-26.</p>																														
Improve fluency in maths.	<p>TT Rockstars data continues to show an improvement in fluency in almost all year groups across the academic year. The table below shows the percentage of accurate scores by students at different stages across the year.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>September</th> <th>October</th> <th>November</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>95%</td> <td>96%</td> <td>94%</td> <td>95%</td> </tr> <tr> <td>8*</td> <td>89%</td> <td>93%</td> <td>93%</td> <td>92%</td> </tr> <tr> <td>9</td> <td>89%</td> <td>90%</td> <td>91%</td> <td>90%</td> </tr> <tr> <td>10</td> <td>92%</td> <td>84%</td> <td>89%</td> <td>89%</td> </tr> <tr> <td>11</td> <td>97%</td> <td>93%</td> <td>91%</td> <td>94%</td> </tr> </tbody> </table> <p>*Current year 8 students were targeted following the previous report which is reflected in the % fluency now being achieved (average has moved from 77% to 95%).</p>	Year Group	September	October	November	Average	7	95%	96%	94%	95%	8*	89%	93%	93%	92%	9	89%	90%	91%	90%	10	92%	84%	89%	89%	11	97%	93%	91%	94%
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Regular SALT provision in place.	<p>Due to lack of funding from the Local Authority to support SALT, the school continues to source an external agency to provide some much-needed intervention and training in their area.</p> <p>Powerful Voices completed a whole school audit to assess our communication needs. Following the audit, whole school training has been provided for all staff in 'What is Communication?' and 'Total Communication'. As a result of this training, specific students now have communication tools, books and devices that meet their individual needs.</p>																														

Chelveston Road School Pupil Premium Strategy Statement 2025-2028

	<p>Since September 2024, Powerful Voices now provide SALT provision and support for 1 day per week, partly funded through Pupil Premium funding. This enables the school to continue to provide SALT support and intervention in school, enabling more pupils to receive their own intervention support.</p> <p>In addition, staff have bespoke training to meet individual needs.</p>															
<p>Improve pupils' abilities to self-regulate.</p>	<p>4 members of the support team are trained in Drawing and Talking and an additional team member is a trained ELSA (Emotional Literacy Support Assistant). The existing Pastoral Support Officer is now a qualified Thrive Practitioner. As a result of this, our staff team were able to offer targeted intervention to all students who needed help to manage their emotions and to improve their abilities to self-regulate.</p> <p>51 students received targeted intervention from our Pastoral Support Officer, ELSA and Drawing &amp; Talking trained staff. The interventions ran for at least 6-12 weeks, depending on the need.</p> <p>The Family Support Worker continues to support the students and families as part of the Pastoral Support team.</p> <p>In September 2024, the school recruited a Pastoral Support Officer, who has also joined the wider Pastoral Support team. This member of staff is currently completing the Thrive Approach training.</p>															
<p>Improve the attendance of pupil premium students in line with national averages.</p>	<p>The annual attendance figures for pupil premium students vs. non pupil premium students are listed below:</p> <table border="1" data-bbox="563 1243 1332 1456"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>2024 - 25</td> <td>86.16%</td> <td>93.21%</td> </tr> <tr> <td><b>2024 – 25 (6 outliers removed)</b></td> <td><b>91.06%</b></td> <td><b>92.93%</b></td> </tr> <tr> <td>2023-24</td> <td>91.36%</td> <td>92.63%</td> </tr> <tr> <td>2022-23</td> <td>93.28%</td> <td>93.05%</td> </tr> </tbody> </table> <p>The % figures for 2024-25 have fallen from the previous year with pupils in receipt of Pupil Premium funding dropping faster than those who are not. However, there were 6 students whose placements were not appropriate for the setting ('outliers') who the school are working with the EHC team to find appropriate settings to meet their needs.</p> <p>Figures with these students removed remain above national averages for both PP and non-PP eligible students.</p> <p>AHT and our Family Support Worker continue to monitor absence daily and offer additional support and guidance to families where attendance has dropped.</p>		Pupil Premium	Non-Pupil Premium	2024 - 25	86.16%	93.21%	<b>2024 – 25 (6 outliers removed)</b>	<b>91.06%</b>	<b>92.93%</b>	2023-24	91.36%	92.63%	2022-23	93.28%	93.05%
	Pupil Premium	Non-Pupil Premium														
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	<p>SLT monitor attendance figures on a regular basis – letters are sent directly to parents when absence has dropped below the school target of 95%. Parents/carers are invited to meet with SLT to discuss and plan actions to improve attendance.</p> <p>Additional training regarding School Avoidance Anxiety is planned for the Pastoral Officer to tackle attendance concerns.</p>
<b>Wider Strategies</b>	
<b>Planned outcome</b>	<b>Results</b>
<p>Improve the cultural capital of all pupil premium students to enrich their lives</p>	<p>All students attended weekly enrichment lessons, based on their own preferences. 12 different activities were offered to students, with students selecting 6 to complete. Pupil surveys show that almost all students enjoy enrichment lessons and like the variety of activities on offer.</p> <p>Based on the information from pupil surveys, the enrichment programme for 2025-26 has been adapted slightly to include more activities to choose from, based on their requests. Students could select 5 options from a list of 18 activities in total.</p> <p>All students in Year 8 attended weekly swimming lessons in the Spring term for approximately 12 weeks. In addition to this, all LAC students in years 9 – 11 also attend these sessions.</p> <p>Weekly, dedicated music lessons for all KS3 students continue to be timetabled, led by NMPAT music services.</p>