

Pupil premium strategy statement – Caldmore Primary Academy

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	405 (not including Nursery)
Proportion (%) of pupil premium eligible pupils	58%
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)	2024/2025 2025/2026 2026/2027
Date this statement was published	TBC
Date on which it will be reviewed	Termly – December 2025
Statement authorised by	Thomas Garner
Pupil premium lead	Thomas Garner
Governor / Trustee lead	Tarra Simmons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£307,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,000
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>	£324,545

Part A: Pupil premium strategy plan

Statement of intent

At Caldmore Primary Academy, we aim to ensure that any, and all, barriers that pupils face to access learning are removed. The Pupil Premium funding is ring fenced for this purpose in order to ensure support for pupils who;

- Are, or have been from low income families
- Live with families who are serving members of the armed forces
- Looked after, or previously looked after

We recognise that children who fall into these three categories can face significant barriers to their learning.

Our aim at Caldmore Primary Academy is to use Pupil Premium to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. The strategy represents a 3-year plan where we will focus on the key challenges that are preventing some of our disadvantaged pupils from attaining well: vocabulary deficit; school readiness; speech and language needs; safeguarding vulnerable pupils; gaps in curriculum and lack of life experiences; attendance, punctuality and high mobility.

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment and underpinned by educational research to inform planned intervention. At Caldmore Primary Academy we do not make assumptions about the impact of disadvantage but ensure that we get to know individual pupils and families through strong, well established relationships.

Our expectation at Caldmore Primary Academy is that all pupils, irrespective of background or the challenges they face, become confident and enthusiastic readers who love learning and challenge themselves in order to make excellent progress in all areas of the curriculum. We promote and enable a lifelong love of reading and learning alongside the skills they need in order to make good progress and become well rounded individuals. Our expectation is that all pupils become numerate and confident in their mathematical ability and use of mathematical vocabulary to help them navigate real world situations. We also aim to broaden pupils' horizons and aspirations in order to become interested, interesting and proactive citizens. We provide a curriculum enriched with opportunities to learn beyond the classroom, broaden their horizons and to gain cultural capital experiences that go beyond their everyday demographic.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure all disadvantaged pupils are challenged in their work and have the opportunity to be immersed in new life experiences outside of the academy
- act early to intervene at the point any need is identified and work as a team with parents/carers to offer support and engage outside agencies if needed
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- quickly identify any disadvantaged pupils who are failing to make expected progress and ensure support is put in place to close any gaps in learning.

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary deficit Lower levels of language acquisition and phonic knowledge upon entry to the Academy regardless of year group of entry. Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2. Our baseline assessments of Receptive and expressive language on entry to Reception demonstrate that 30% of our disadvantaged pupils arrive below age-related expectations. This can lead to some disadvantaged pupils attaining less well in the Y1 phonics check, impacting on their development as readers. EYFS data from summer 2025 shows a difference of 63% of ALL pupils achieving expected in word reading versus 59% of Pupil Premium children. Phonics baseline in Y1 (2024) indicated that 48% of our disadvantaged children were on track at that point to pass the phonics screening compared to 69% of non-disadvantaged pupils. Data from the 2025 Phonics Screening Check shows that 53% of Pupil Premium children achieved the expected standard as opposed to 72% of non-Pupil premium children. This gap needs to be closed.
2	School readiness Teacher feedback on pupils' readiness to learn across the Academy indicate that it can be a challenge for some disadvantaged families to be able to meet their child's basic needs. This can lead to some disadvantaged pupils arriving to school hungry, having clothing and equipment issues, in need of toilet training, difficulties concentrating and/or hygiene issues. The current economic climate/cost of living crisis has impacted more significantly on disadvantaged pupils and their families.
3	Speech & Language Of the current 2024 -25 Nursery intake 36 % of all pupils who attend AM have been identified as having speech and language difficulties which impact significantly on their access to the EYFS curriculum. Of the 2024 -25 Reception intake 29% of our disadvantaged pupils have been identified as having speech and language difficulties which impact significantly on their access to the EYFS curriculum. In addition, a significant proportion of children in KS1 and 2 have speech and language skills below their age-related expectations with this being more prevalent among disadvantaged pupils. 33 pupils currently have speech and language targets set by our Speech and Language Therapist and 16 of these children are Pupil Premium. (7.7% of all pupils are under SALT and 48% of these children are PP) 55% of pupils with SEND are disadvantaged. 36 pupils across the school access Speech and Language. This is 46% of the pupils on our SEN register. 64% of the pupils on the SEN register are PP.

	Early identification is essential, all pupils in Early Years are WELLCOM assessed, and interventions are put into place. Staff are experienced and know how to identify additional needs, this is when a referral is made. There are 13 pupils in the Early Years that have been identified as having additional needs and 100% of these pupils have been assessed by SALT. In Key Stage One- there are 15 pupils on the SEN register all of these pupils are PP and 60% of these pupils receive SALT 77% of the pupils discharged from SALT are PP. They have been discharged due to the progress made; this is a result of regular interventions that take place in school.
4	Safeguarding and Vulnerable pupils Our assessments, discussions, observations and CPOMS logs have identified social and emotional / self-confidence issues for some disadvantaged pupils in addition to some serious Safeguarding concerns. 73.8% of pupils currently on the Safeguarding Caseload are disadvantaged pupils and include those identified as having NRPF. 51% of the children on the caseload come from families where low income and housing issues are a contributing factor to them being on the caseload and requiring some extra support from the safeguarding team. 22% of the caseload have required some form of formal pastoral intervention this year, including regular check-ins, ELSA and for 3 pupils the academy has paid for counselling for them.
5	Gaps in curriculum and lack of life experiences There is historical socio-cultural & economic deprivation, leading to limited opportunities to widen a pupil's cultural capital without academy intervention. The Academy must strive hard to provide quality opportunities to enrich all pupils' life experiences.
6	Attendance, punctuality and high mobility PP PA in 24-25 was 16.2% for the year. This is a 4.8% increase on the previous year. Overall attendance PP for 2024-25 was 94.7%, which is broadly the same as the previous year. At the end of 2024-25 academic year, of the PA list, 51% of the pupils were disadvantaged. This is a reduction of 11% on the previous year, but still too high. Despite seeing a rise in attendance since the employment of an Attendance and Admissions Officer, we have identified a need for support from the LA in the form of an EWO SLA to further target poor attendance. This is also supporting with the continued need for additional support to maintain and further improve punctuality and attendance shown by some of our families, many of whom are disadvantaged.
7	Poor Levels of Progress and Attainment Attainment of ALL pupils, including those identified as Pupil Premium, is below National averages. The rate of progress within year groups is too slow and pupils are not making the accelerated progress required to make gains on attainment. This is now a top priority for the academy in terms of how pupils are supported in class and through interventions to make accelerated progress, as well as how

	those who enter the school as mid-year admissions, i.e. other than through the standard admission route into Reception, are supported to make rapid and sustained progress to catch up with their peers.
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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
Ch1 Improved oral language skills and vocabulary among disadvantaged pupils.	Teacher assessment and observations of pupils' oral language will demonstrate a reduction in the attainment gap between disadvantaged pupils and their peer is in the academy. This is within a context of high attainment for all. Wellcomm data in EYFS will evidence this. External school improvement support will verify these findings in pupils' day to day learning.
Ch2 An increasing proportion of disadvantaged pupils to be school ready.	All disadvantaged pupils in EYFS without additional needs are toilet trained as soon as possible and parents are supported where necessary in achieving this. All disadvantaged pupils across the academy are able to concentrate and engage in lessons as they have had a healthy breakfast and lunch. All disadvantaged pupils come to school with appropriate clothing and are supported where this is an issue.
Ch 3 Targeted support at the earliest stage for pupils identified with language difficulties and/or SEN needs. Leading to improved spoken language, oracy, reading and writing skills and general development.	Teacher and S&L assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move throughout the school. Those new to the school in years other than Reception are assessed quickly and supported effectively to gain the language needed.
Ch4 Pupils are able to communicate clearly and express their emotions and feelings in a calm and restorative manner. This leads to reduced behaviour incidents, trusting relationships with staff members and better learning outcomes across all subjects.	Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support. Assessment data for these identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils. CPOMS logs demonstrate that pupils feel confident to

	disclose any safeguarding needs and that these are dealt with appropriately across the academy. Continuously refined approaches to ensure pupils behave consistently well. The Caldmore Academy behaviour curriculum is embedded therefore pupils are able to demonstrate high levels of metacognition and self-regulation; enabling pupils to maintain positive attitudes and commitment to their education.
Ch5 Disadvantaged pupils are not limited by the sociocultural cycle they are in and have the ability, means & support to approach things differently. This leads to higher aspirations and an improved attitude to learning, resulting in better outcomes. High Quality First teaching including Teach Like A Champion Strategies ensures that all pupils, particularly disadvantaged pupils, make at least expected progress across the curriculum leading to improved outcomes. Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life. Disadvantaged pupils engage in extracurricular support and interventions to support improved outcomes.	Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers. Progress data shows that Disadvantaged pupils are making at least expected progress and where this is not the case support and interventions are quickly put in place. Successful implementation of the PEIA and TLAC metacognition and self-regulation project strategies across the Academy ensure that pupils' participation and thinking ratio increase to maximise learning opportunities. Disadvantaged pupils engage in interventions, Afterschool clubs, Breakfast club, trips and adventurous activities.
Ch6 Attendance and PA Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas particularly for our disadvantaged pupils. In particular, an improvement is seen in the reduction of the use of G codes for holidays.	Attendance of Disadvantaged Pupils to be inline if not better than Non Disadvantaged pupils and the number of Disadvantaged Pupils who are PA to decrease and to be in line if not below that of Non disadvantaged pupils Improved punctuality, to ensure all children are in school and ready to learn on time.
Ch7 Improved outcomes in terms of progress and attainment for all disadvantaged pupils.	Attainment and progress of disadvantaged pupils will be broadly in line with all/non-disadvantaged pupils, if not better in all subjects.

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: £44,860.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
NCETM – Mastering Number for YR, Y1 and Y2	Mastery learning EEF Mastering Number at Reception and KS1 NCETM	5, 7
NCETM Mastery Readiness	Mastery learning EEF	5, 7
0.7 FTE experienced teacher to teach Year 6 in a morning to facilitate smaller group sizes. £44,860.81	Reducing class size EEF Reducing class size has small positive impacts of +2 months on average. However, the evidence into this area is limited so should be treated with caution. Studies show that the gains from smaller class sizes can be increased where increased flexibility for organising learners impact positively on the quality and quantity of feedback pupils receive, as well as where they allow teachers to teach differently. This appointment will allow for the reduction of group sizes to 20, where evidence shows a greater impact is likely to be seen. International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.	5, 6, 7
TLAC	Metacognition and self-regulation EEF	1, 2, 3, 4, 5, 6, 7

	The average impact of metacognition and self-regulation approaches is high (+8 months additional progress). The research evidence indicates that explicitly teaching strategies to help pupils to plan, monitor and evaluate specific aspects of learning can be effective. Research suggests these should be taught and applied to the usual curriculum content, rather than taught discretely through 'thinking skills' lessons. Teachers can promote metacognition by modelling their thinking aloud. For example, teachers might explain their thinking when planning an exam response or breaking down a mathematical problem, alongside promoting and planning for metacognitive talk related to lesson objectives. In effective studies, teachers often model the explicit use of a metacognitive strategy during a task. For example, they might co-construct a planning checklist and explain how this supports learning, or verbalise self-questioning to evaluate progress. The research evidence suggests that promoting reasoning, argumentation and debate helps to develop metacognition and self-regulation. This is because it encourages pupils to reflect on their learning, the learning of others, and draw connections between topics. Improved outcomes have been identified across literacy, maths and science.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £54,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm £612 (3 years)	Oral language interventions EEF Oral language interventions can provide progress of +6 months ‘Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.’ Communication and language approaches EEF Early communication and language interventions can provide +6 months progress ‘Communication and language approaches involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children’s language development benefits from approaches that support communication through talking and non-verbal expression.’	1, 2
Reading Plus £4,500	Currently part of an EEF study.  Derby-Case-Study-S ATS-1 (1).pdf Efficacy Study	1, 5, 7
Small Group Tuition £3,000	Small group tuition EEF This arrangement enables the teaching to focus exclusively on a small number of	1, 5, 7

	learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.'	
TA interventions £46,800	Teaching Assistant Interventions EEF TA Guidance Report Interactive.pdf Use TAs to deliver high quality one-to-one and small group support using structured interventions Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with highquality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions: • Sessions are often brief (20– 50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery • TAs receive extensive training from experienced trainers and/ or teachers (5–30 hours per intervention) • The intervention has structured supporting resources and lesson plans, with clear objectives • TAs closely follow the plan and structure of the intervention • Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective	1, 3, 5, 7

	interventions ensure the right support is being provided to the right child • Connections are made between the out-of-class learning in the intervention and classroom teaching (see Recommendation vii).	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £224,772.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Cost: £35,735 Cost: £5,371.60 Cost: £5,000.00 This will involve training and release time for staff to develop and implement all procedures. ATT attendance portal. Attendance Lead to work with families on reducing PA and improve whole school attendance carrying out home visits, liaising with the LA regarding prosecution for PA. EWO Service. £4,800	The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes. Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014 <i>'overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome'</i>	6
Pastoral Support £42,397	'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to	2, 4, 6

	articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. 3. Wider strategies EEF	
Additional Pastoral support and good role models through working with outside agencies including West Midlands Judo. £12,765	'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. 3. Wider strategies EEF Systematic review of the health benefits of physical activity and fitness in school-aged children and youth International Journal of Behavioral Nutrition and Physical Activity Full Text 'Children and youth 5-17 years of age should accumulate an average of at least 60 minutes per day and up to several hours of at least moderate intensity physical activity. Some of the health benefits can be achieved through an average of 30 minutes per day.'	4, 6
Provision of a free breakfast Club £34,741.78	Improve punctuality, to ensure all children are in school and ready to learn on time. Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation & concentration. Evidence suggests hungry children are unable to sustain concentration over sustained periods of time. https://www.gov.uk/government/news/funding-boost-to-give-more-children-healthy-start-to-the-day	5, 6, 7
Provision on free after school activity clubs to ensure all pupils regardless of whether they are disadvantaged or not have the same level of access. £18,206.23	https://www.nuffieldfoundation.org/wp-content/uploads/2019/11/resbr3-final.pdf Read in conjunction with small group tuition/ intervention. Ensure that all children regardless of circumstance have the opportunity to take part in a range of activities (sports based, non-sports based and educational [tuition]).	4, 5, 6, 7
All pupils are exposed to first-hand experience of the outside world, through rich	Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus	5, 7

vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences through educational and enrichment visits. Trip subsidies: £26,371.58 Provision of lunches: £3,552 Minibus hire: £3780	ensuring they achieve or exceed end of year expectations. Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience. http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf	
Provide access to up-to date technology giving life skills for modern life and work. £17,000	EEF Digital Technology Guidance Report.pdf Technology offers ways to improve the impact of pupil practice. Technology has the potential to increase quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. Technology can play a role in improving assessment and feedback. Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload. Technology can be used to provide feedback directly to pupils via programmes or interventions.	5, 7
Resourcing to ensure that disadvantaged pupils have access to the resources required to be able to access the same learning and opportunities as non-disadvantaged pupils. £15,052	Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience.	1, 4, 5, 7

Total budgeted cost: £324,545

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Total spend: £278,440.00

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend Total
	Budgeted cost: £111,000	£106,073.35
Enhance and embed the development of language in EYFS through play by	Both the Early Year's Lead and one Reception Teacher were released to attend the Oracy Project training. This training was then disseminated to the	£3,000

providing effective CPD for all EYFS staff.	other Early Years staff. 81% of all pupils achieved the ELG for LA&U and 73% for speaking. -Resources were invested in to ensure that oracy work could be delivered in the setting. - The EYFS lead attended Excellence in Early Years course, the impact of this course was the EY curriculum was re-designed to ensure progression in skills and knowledge from Nursery to the end of Reception. This was verified in the Ofsted visit and the progress made from baseline to end of year data. Last year's data shows that 69% of pupils were on track for speaking. This year this was 73% but at baseline it was 62% (64% of these pupils do have English as an additional language.) Last year 60% of pupils achieved the ELG in Comprehension, this year this has increased to 83%. Last year 47% achieved the ELG for Word Recognition and this has increased to 64% Last year 50% achieved the ELG for writing and this has increased to 60%. 52% of PP pupils achieved GLD From December data to end of year data progress is evident. PP pupils who are AR in Comprehension- increased from 50% to 74% PP pupils who are AR in Word Recognition- increased from 50% to 59% Writing increased from 50% to 56% PP pupils who are AR in Number increased from 50% to 70% PP pupils who are AR in Number Pattern increased from 50% to 67% Wellcomm data End of year data shows that 58% of the PP pupils in RB were age related compared to 60% of non-PP pupils. This shows that the gap between PP and non-PP is narrowing through regular bespoke interventions and precise tracking. In RH the PP pupils are outperforming the non pp children. End of year data shows that 83% of the PP pupils are at ARE and in September there were only 50% of the PP on track for their age.	
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Develop CPD for all staff. Teach Like a Champion/PIEA project	Observations show that a number of strategies introduced are now embedded in practice, including Track the Speaker, Stop and Jot, Turn and Talk, Silent Solo, Fantastic Walking, Fantastic Listening, Strong Voice, while other strategies such as 100%, Right is Right and No Opt Out are still in the implementation stage. The SENDCo has provided teachers and teaching assistants with a range of training including Judith Carter 7c's. Writing SMART targets, using Provision Map to track interventions. The Walsall Speech and Language therapist has provided training for teaching assistants so that they can support the individuals and groups of pupils that they support in class. In addition, the teaching assistants have attended training around: Talk Boost, Sensory Circuits, Zones of Regulation and Understanding Sensory Needs. Two members of staff have attended Ryme using Makaton and understanding Autism in the Early Years. 1 TA has been trained as an ELSA.	£13,265.45																																													
Develop the roles of the Safeguarding and Pastoral Assistant, Child and Family Support Worker and the SENCO Assistant to ensure that all vulnerable pupils and their families, particularly those that are disadvantaged, are supported fully through a range of strategies and liaison with Outside Agencies. Regular Team Around the Child Meetings.	<u>Safeguarding Incidents</u> <table><tr><th></th><th>Autumn 24-25</th><th>Spring 24-25</th><th>Summer 24-25</th><th>Total 24-25</th></tr><tr><td>Bullying</td><td>4</td><td>6</td><td>0</td><td>10</td></tr><tr><td>Child-on-Child Abuse (Other)</td><td>1</td><td>0</td><td>2</td><td>3</td></tr><tr><td>Harmful Sexual Behaviour</td><td>8</td><td>10</td><td>5</td><td>23</td></tr><tr><td>Mental Health</td><td>45</td><td>20</td><td>8</td><td>74</td></tr><tr><td>Pastoral Concern</td><td>508</td><td>171</td><td>73</td><td>754</td></tr><tr><td>Positive Handling/Restraint</td><td>1</td><td>1</td><td>0</td><td>2</td></tr><tr><td>Safeguarding</td><td>55</td><td>35</td><td>39</td><td>129</td></tr><tr><td>Totals (unique)</td><td>530</td><td>211</td><td>122</td><td>866</td></tr></table> Evaluative Summary - The data looks like a drop in pastoral referrals. This is due to a Trust-wide re-categorisation on cpoms. Attendance used to be part of the pastoral umbrella, so every home visit, parent meeting was logged. Now attendance has its own umbrella category, the number of pastoral incidents looks like it has declined. - HSB remains low this year compared to last year. This could be because of Talk Pants lessons and resources being embedded through the SG curriculum and the impact of the 1:1 interventions both Danni and Jess have completed with the children.		Autumn 24-25	Spring 24-25	Summer 24-25	Total 24-25	Bullying	4	6	0	10	Child-on-Child Abuse (Other)	1	0	2	3	Harmful Sexual Behaviour	8	10	5	23	Mental Health	45	20	8	74	Pastoral Concern	508	171	73	754	Positive Handling/Restraint	1	1	0	2	Safeguarding	55	35	39	129	Totals (unique)	530	211	122	866	£78,068
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Positive Handling/Restraint	1	1	0	2																																											
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	- Bullying and COCA remain low. - MH incidents are low compared to last year. This could be due to the impact of all the mental health training and the impact of the advanced Mental Health Champions. There are also Zones of regulation in every classroom, which were not there last year. - Safeguarding incidents remain high. Although children making it onto CP, CIN and EH plans are low, we often have up to 40 pupils on our wider vulnerable caseloads at any one time. The school Nursing team have provided parent workshops around immunisations, toileting and understanding your child's behaviour. 34 TAC meetings were held in the academic year 2024-25.	
Continue to purchase additional SEND CPD for all Staff.	Teaching assistants have attended training around: Talk Boost, Sensory Circuits, Zones of Regulation and Understanding Sensory Needs. Two members of staff have attended Ryme using Makaton and understanding Autism in the Early Years. 1 TA has been trained as an ELSA.	£11,739.90

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

Activity/Challenge	Impact of this approach Budgeted cost: £36,528	Actual Spend Total £23,520
S&L interventions in EYFS in the afternoon, such as Early Talk Boost, individual 1:1 Sessions to work on SALT targets set by the S&L therapist, to be delivered by S&L TA and class-based TAs.	End of year data shows that 58% of the PP pupils in RB were age related compared to 60% of non-PP pupils. This shows that the gap between PP and non-PP is narrowing through regular bespoke interventions and precise tracking. In RH the PP pupils are outperforming the non pp children. End of year data shows that 83% of the PP pupils are at ARE and in September there were only 50% of the PP on track for their age. EYFS Data	£8,320

	60% GLD All Pupils (2025). PP Pupils = 52% (broadly in line). 82% Listening, Attention & Understanding (ALL Pupils) - 78% PP Pupils (broadly in line). 77% Speaking (ALL Pupils) – 74% PP Pupils (broadly in line).	
Use of digital platforms such as Nessy, Reading software and Doodle Maths for targeted English and Maths support; for home reading and comprehension development. All can be used as intervention programs to supplement in-class teaching and for home learning.	Nessy 55 pupils accessed Nessy to support their learning needs, mainly linked to IEPs. Progress was not high as expected due to technical issues which prevented access for pupils. Those pupil who accessed Nessy without issue saw an average increase of 0.4 years in Reading and Spelling. % progress rate (as measured by Nessy) was equal to 43.2%. Fonetti Fonetti was implemented in February 2025 so full year data is not available to measure impact at this point in time. However, Pupil Voice data shows: 100% of pupils enjoy using Fonetti 40% of pupils use Fonetti at home 75% of pupils use Fonetti regularly in school Fonetti has increased the amount of reading taking place in school that results in immediate feedback, as it supplements reading 1:1 to a teacher or teaching assistant. Doodle Maths Doodle Maths is embedded in school in both practice and for homework. In the last 12 months: - 323,623 questions answered; - Average question time: 17 secs; - Hours of practice: 1,528; - 304,772 of the 323,623 questions set were set by the AI element of the programme responding to pupil input and need; - 66% of current active students in their green or amber zone (Doodling little and often and are meeting their personalised target;	£6,128

	- 76 out of 307 pupils have achieved a 30 day streak; - 23 pupils have achieved a 100 day streak	
Tutoring through interventions internally for Phonics, maths, writing and comprehension skills, targeting pupils before, during and after school across Reception to Year 6.	What data do we have? Phonics – identified strength in TA support from JJ – can we quantify this? Increase in Phonics data – has this improved for PP children? Maths interventions – impact? Writing interventions in Year 6 have resulted in 3 children achieving GDS. One of these was a PP child. Last year, no pupils achieved GDS.	£5,544
Develop the use of the Reading Champion to engage pupils in reading for pleasure through developing the school library resources and ensuring all pupils have access to high quality text that engage and motivate them.	Library has been opened to pupils at lunchtimes with children encouraged to attend. Levels of attendance have been consistent throughout the year and pupil voice demonstrates that pupils not only view this opportunity positively, but value and enjoy it. Pupils are guided as to which books to choose and have books recommended. Library has been stocked with books to ensure that all children of all cultures and religions in the school are represented in books. KS2 Reading (2025) – All - 62% at expected with 22% at GLD, PP – 55% at expected with 15% at GLD. Phonics (2025) – All - 62% achieved the standard, PP – 53% achieved the expected standard. EYFS – Reading 63%, PP 59% (2025). Last year 47% achieved the ELG for Word Recognition. This year 83% achieved the ELG for Comprehension compares to 42% last year.	£3,528

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

Activity/Challenge	Impact of this approach Budgeted cost: £152,610	Actual Spend Total £148,846.65
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures. ATT Attendance portal Attendance Lead and Child and Family Support Worker to work with families on reducing PA and improve whole school attendance carrying out home visits, liaising with the LA regarding prosecution for PA. Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%. Yearly reward for 100% are cinema vouchers and toy shop vouchers.	Attendance for all pupils (2024/25): 95.3% Attendance for PP pupils (2024/25): PAs (2024/25): 94.7% PAs for PP children (2024/25): 13.8% No. of FPNs issued: 37 No. of FPNs issued to PP parents: 21 Attendance for all pupils (2023-24) was 95.4%. (2022-23 92.9%) Attendance for PP pupils was 94.9% (2022-23 92.7%) PA 9.4% (2023-24) (2022 -23 - 24.7%) FPNs were issued to families as per Walsall LA. Walsall EWO service bought into and additional services also purchased during Spring 2025. This supported with safe and well checks, home visits and addressing 'stuck' cases. ATT rating of attendance at Caldmore was as Strong Improving – rated as a 2 (Summer 2025). We have bought into One Goal Mental Health Champion Training. All pupils from Year 1 to 6 are trained to look after their own mental health and also how to support their peers.	£32,011.75
Additional pastoral support and good role models through working with outside agencies including: Judo, Walsall FC (Aspire and Assist programme), Latin All pupils, particularly PP pupils and pupils with SEN build their	Every PP pupil in KS1 and KS2 has had the opportunity to attend a free lunchtime or afterschool club. These included keyboards, judo, football, rounders, computing, drama, choir, performing arts. Participation of PP children at after school clubs has been tracked and varies between 20% and 100%: Football – Yr 3 & 4 – 19% Football – Yrs 5 & 6 – 52%	£21,080.02

resilience and are able to overcome barriers and challenges in their lives in order to reach their full potential	Girls Football – Yrs 4, 5 & 6 – 31% Commando Joe – Yrs 4 & 5 – 100% Maths Booster – Yr 6 – 50% Keyboard – KS2 – 75% (Aut), 67% (Spr) Gardening Club – Yrs 1 – 3 – 20% Judo – Yrs 5 & 6 – 36% Choir – KS2 – 38% Basketball – Yrs 5 & 6 – 45% Netball – Yrs 5 & 6 – 25% Secret Mission Club – KS2 – 40% Cricket – Yrs 5 & 6 – 50% Cricket – Yrs 3 & 4 – 40% Multi-sports – Yrs 1 & 2 – 29% Multi-sports – Yrs 1 & 2 – 38% Rounders – Yrs 5 & 6 – 50%	
Breakfast club staffing, food and games. Food and fruit for pupils at snack time.	Attendance at Breakfast Club is at full capacity. Capacity will be expanded from September 2025. Pupils who are unable to attend are able to have a free breakfast of toast or bagels in classroom every morning. Breakfast Club is currently staffed by 3 members of staff on a rota. Children eat breakfast and then engage in a range of activities, including educational activities. Total number of pupils having breakfast in the classroom: 293. (Average of 21 pupils per class) 53% of pupils attending breakfast club are eligible for free schools meals. This is broadly in line with the school's pupil premium percentage.	£12,754.88
All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits.	30 trips have taken place this year and there have been 50 visitors into school. Trips are shown in blue and visitors in red: Nursery: Pop up Village Farm on Wheels Fire service Reception: Walk around local area Diwali Dance Workshop Wizard of OZ - Theatre Production	£58,000

	Gurdwara Fire service Police visit Farm on Wheels Pop up Village Twycross Zoo Community Garden West End in Schools Punch & Judy Show Year 1: Wizard of OZ - Theatre Production St Matthews Church Science workshop Animal Man Visit Black Country Museum West End in Schools Hoo Farm Year 2: Warwick Castle Wizard of OZ - Theatre Production Science workshop Saltmine Theatre visit "Blast Off" Healthy Eating Workshop Sonia Sabri Dance Company West End in Schools Community Garden Mosque Beach- Weston Super-Mare Year 3: Diwali Dance Workshop Wizard of OZ - Theatre Production Cadbury World Science workshop Pantomime- Walsall arena Saltmine Theatre visit "Blast Off" Grand Theatre – C&TCF West End in Schools Wild Zoological Park Walsall Walk Year 4: Wizard of OZ - Theatre Production Science workshop Pantomime- Walsall arena Saltmine Theatre visit "Blast Off" Grand Theatre – C&TCF Wolverhampton Uni	
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	Beaundesert trip West End in Schools Year 5: Wizard of OZ - Theatre Production Tudor Workshop Sam Hale Carnival Making Walk to Walsall Cenotaph Science workshop Pantomime – Walsall Arena Saltmine Theatre visit “Blast Off” Think Tank Gurdwara Community Garden West End in Schools Careless Talk Year 6: Wizard of OZ - Theatre Production Museum of Cannock Chase Science workshop Pantomime- Walsall Arena Saltmine Theatre visit “Blast Off” Mosque West End in Schools West Midlands Safari Park Woodlands- Outdoor Activity Centre Community Gardens Additional Visitors into school: Steven Vinacour - children's author School nurse - in Reception to do a work-shop on dental hygiene Aladdin Panto in school EYFS & KS1 South Staffs Water visit - water cycle & water efficiency workshops for the whole school Froglife - science workshops for the whole school Steve Smallman - children's author Reflexions workshops - one on exam anxiety and another on transition to secondary school All pupils and PP pupils in KS2 have been offered places at after school clubs. Secret Mission Club was offered exclusively to PP children. Half of all clubs offered had at least 50% PP attendance.	
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	EYFS data: People, Culture and Communities – ALL pupils 73%, PP pupils 67%. Natural World – ALL pupils 80%, PP Pupils 78%. Being Imaginative – ALL pupils 90%, PP Pupils 81%.	
Provide opportunities for all pupils (including disadvantaged) to learn how to keep themselves safe and how to access support when needed	Pupils' mental health resilience and ways to keep themselves safe have been supported and prioritised through engagement with One Goal, Careless Talk and visits from the local police.	£1,000
Provide access to up-to-date technology giving life skills for modern life and work.	Each classroom has a set of 6 iPads to further improve pupils' access to technology.	£23,000
Contingency fund for acute issues. Provision of uniform bank to be kept on site and offered to families of children who are impacted by cost of living crisis and unable to afford Provision of food parcels, holiday hampers to support families experiencing food deprivation	Uniform has been provided for pupils over the course of the year. Pre-loved uniform service established and being utilised by parents. 12 food bank vouchers were issued in the academic year 2024-25.	£1,000

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
None	

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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.