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	43%
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)**	2025/2026 2026/2027 2027/2028
Date this statement was published	1st September 2026
Date on which it will be reviewed	Termly – December 2026
Statement authorised by	Thomas Garner
Pupil premium lead	Thomas Garner
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£368,900
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£30,375
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£399,275

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. Reception baseline assessments of Receptive and expressive language on entry demonstrate that 58% of our disadvantaged pupils arrive below age-related expectations. This may contribute to some disadvantaged pupils achieving lower outcomes in the Year 1 Phonics Screening Check, which could impact their development as readers. Summer 2026 EYFS data identified a slight difference in word reading attainment, with 52% of non-pupil premium pupils achieving the expected standard compared to 49% of pupil premium pupils. However, this difference represented one pupil within a small cohort. In response to the low starting points, targeted and intensive interventions were implemented for identified disadvantaged pupils, including additional phonics teaching and tailored support. While caution should be exercised when drawing conclusions from small cohort data especially when there were also a high percentage of pupils who had additional needs, these measures were intended to reduce barriers to learning and support pupils in working towards age-related expectations.
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 2025 -26 Nursery intake 42% 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. 5 (19%) out of the 26 pupils were then referred to Speech and Language for specialist support. 6 out of the 26 (23%) pupils who joined Nursery in January were also referred to speech and language therapy. Reception baseline showed that only 8 (50%) out of the 16 pupil premium pupils were on track for communication and language. Following targeted intervention 11 out of 18 pupils 61% achieved the ELG for communication and language. (25% of cohort had additional needs)

	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 21 pupils in the Early Years that have been identified as having additional needs and 9 of those pupils have an EHCP. and 95% of these pupils have been assessed by SALT. 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. 29 pupils currently have speech and language targets set by our Speech and Language Therapist and 23 of these children are Pupil Premium.7% of all pupils are under SALT and 79% of these children are PP) 56% of pupils with SEND are PP.
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. 84% of pupils currently on the Safeguarding Caseload are disadvantaged pupils and include those identified as having NRPF. 50% 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 and/or wider services. 25% of the caseload have required some form of formal pastoral intervention this year, including regular check-ins, ELSA, lunchtime group support. Other pupils with emerging needs that are not on the caseload also received pastoral support in conjunction with wider family support where universal and level 2 services were utilised.
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 25-26 was 13.8% for the year. This is a 2.4% reduction on the previous year. Overall attendance PP for 2024-25 was 95.8%, which has increased by 0.9% on the previous year and is just 0.1% lower than the overall attendance for the academy. At the end of 2025-26 academic year, of the PA list, 28% of the pupils were disadvantaged. This is a reduction of 23% on the previous year, but could be further reduced. 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.

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	Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support.

staff members and better learning outcomes across all subjects.	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: £61,796.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
NCETM – Mastering Number for YR, Y1 and Y2 NCETM – Embedding the Impact – Mastering Number in Y3	Mastery learning | EEF Mastering Number at Reception and KS1 | NCETM Mastering Number (Embedding the Impact) | NCETM	5, 7
1.0 FTE experienced teacher to teach Year 5 and Year 6 Maths and English to facilitate smaller group sizes. £59,796.00	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.	
Stylus AI £2,000	stylus Mapped against the Teacher Assessment Frameworks, with almost 100 individual marking points, Stylus for Primaries upskills pupils through personalised feedback reports, empowers teachers with class reports outlining strengths, weaknesses and suggested intervention groups and provides GAP tasks for pupils.	5, 7

	Cross referenced, checked by a human and subject to a data policy loop ensures that feedback is consistent and accurate. The system allows teachers to send time focused on improving outcomes and planning interventions, rather than on detailed marking which Stylus undertakes for them in more detail than it would be possible for a teacher to do.	

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

Budgeted cost: £55,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm Funded from IMF	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 £2,425	Currently part of an EEF study. Efficacy Study Derby-Case-Study-SATS-1 (1).pdf	1, 5, 7
Small Group Tuition £6,000	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 high quality 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).	

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

Budgeted cost: £255,583

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. 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. £50,471.70	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 *'overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome'*	6
Pastoral Support £64,553	'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.	2, 4, 6

	3. Wider strategies | EEF	
Provision of a free breakfast Club £33,359.61	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. £17,698.41	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 vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences through educational and enrichment visits. Trip and visitors to school subsidies: £37,227.86	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 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	1, 5, 7
Provide access to up-to date technology giving life skills for modern life and work. £17,622	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.	5, 7

	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.	
Balance Agility programme for Reception £2,700	This structured programme integrates specially designed ergonomic balance bikes with a series of enjoyable activities. These activities aim to boost confidence, enhance spatial perception, and develop dynamic balance. This comprehensive approach allows young children to master cycling without the need for training wheels. 'Balance-Ability' is an AFPE approved programme. This initiative not only champions the physical advantages of cycling for young children but also offers an entertaining and engaging experience. Impact on Children and Schools For many children, schools are the primary, and sometimes only, venues for regular, structured physical activities, education, and sports. Balance-Ability is more than just a cycling programme. It imparts valuable lessons in balance, gross motor coordination, core stability, and infuses fun into physical activity.	2, 4, 5, 6, 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. £53,876	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: £399,275

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 2025 to 2026 academic year.

Total spend: £333,109.63

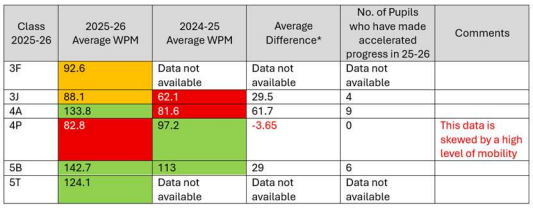
Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	**Impact of this approach** Budgeted cost: £44,860.81	**Actual Spend Total** £44,860.81
NCETM – Mastering Number for YR, Y1 and Y2	Reception – 66% of pupils achieved expected in Number at the end of Reception.	£0

	Year 1 – 70% of pupils achieved ARE in Maths at the end of Year 1. Year 2 – 81% of pupils achieved ARE in Maths at the end of Year 2.	
NCETM Mastery Readiness	Participation in this programme has resulted in: - Support to develop teachers across Key Stage 2; - A calculation policy personalised for the academy; Participation next academic year in Embedding the Impact: Mastering Number for Year 3, as well as Numbersense for Year 4 upwards.	£0
0.7 FTE experienced teacher to teach Year 6 in a morning to facilitate smaller group sizes.	Data is skewed by the high level of mobility. Only 32 out of 54 pupils are 'homegrown,' i.e. joined in Nursery or Reception. In Year 6, 7 pupils joined and 5 left between October and May. Initial data shows: Reading: 59% at ARE or above (17% GD); Writing: 69% at ARE or above (9% GD); Maths: 65% at ARE or above (17% GD); RWM combined: 48% (6% GD). Following removal of pupils new to country: Reading: 63% at ARE or above (18% GD); Writing: 73% at ARE or above (10% GD); Maths: 67% at ARE or above (18% GD); RWM combined: 51% (6% GD). Homegrown only: Reading: 66% at ARE or above (25% GD); Writing: 84% at ARE or above (6% GD); Maths: 81% at ARE or above (22% GD); RWM combined: 59% (6% GD).	£44,860.81
Teach Like a Champion	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	£0

	as 100%, Right is Right and No Opt Out are still in the implementation stage.	

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

Activity/Challenge	Impact of this approach Budgeted cost: £54,912	Actual Spend Total £54,912
Wellcomm	End of EYFS: Listening, Attention and Understanding: 66% Speaking: 63%	£612
Reading Plus		£4,500
Small Group Tuition	**Phonics Interventions** 76% of pupils achieved the required standard, exceeding predictions by 16%. Over the course of the year, interventions were run three times a week after school, and every morning before school to accelerate the progress of pupils. **MTC interventions** 66.7% of pupils achieved a score of 21+, Average score of 20.4. Forecast for this year group was 70%, however, this year group has experienced the highest level of mobility in the academy this academic year with 7 pupils leaving and 13 arriving. Average score at start of year was 10.8, with 51.8% achieving he expected standard. **Year 6 interventions** Specific interventions for Writing resulted in 69% of pupils achieving the expected standard or above. A specific intervention group for pupils working towards Greater Depth resulted in 9% of pupils achieving GDS in Writing.	£3,000
TA interventions	Flash Academy implemented to support New to English (NTE) and New to the Country (NTC) children. Accelerated	£46,800

	progress made with vocabulary acquisition. TA interventions saw accelerated progress achieved within Phonics. At the start of the academic year, the prediction for children achieving the expected standard in The PSC in June was 60%. The Academy achieved 76%, the highest pass rate ever achieved. Cumulatively, 87% of Year 2 passed the PSC by the end of Year 2. Interventions in Year 2 accelerated progress with Reading and Mathematics. 70% of pupils achieved Expected or Greater Depth in Reading, with 81% of the cohort achieving Expected or Greater Depth in Maths. 29% in Reading and 21% in Maths achieved Greater Depth standard. 66.7% of pupils achieved a score of 21+ in the MTC. Intervention accelerated progress with this cohort which experienced the greatest mobility of any cohort during the academic year 2025-26. Years 4, 5 and 6 made accelerated progress in Reading, demonstrated by the data provided above in relation to Reading Plus.	

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

Activity/Challenge	Impact of this approach Budgeted cost: £224,772.19	Actual Spend Total £233,666.82
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 all procedures.	Attendance for all pupils (2025/26): 95.9% Attendance for PP pupils (2025/26): PAs (2024/25): 95.8% PAs for PP children (2025/26): 13.8% No. of FPNs issued: 35 No. of FPNs issued to PP parents: 17	£50,906.60

<table>
<tr>
<td>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.</td>
<td>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. As a result of this intervention, the EWO is conducting on average just one visit per week (Summer 2026).

ATT rating of attendance at Caldmore was as Strong Improving – rated as a 2.</td>
<td></td>
</tr>
<tr>
<td>Pastoral Support</td>
<td>SAFEGUARDING
Safeguarding Incidents
<table>
<tr><th></th><th>Autumn 25-26</th><th>Spring 25-26</th><th>Summer 25-26</th><th>Total 25-26</th></tr>
<tr><td>Bullying</td><td>2</td><td>0</td><td>3</td><td>5</td></tr>
<tr><td>Child-on-Child Abuse (Other)</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Harmful Sexual Behaviour</td><td>4</td><td>4</td><td>8</td><td>16</td></tr>
<tr><td>Mental Health</td><td>6</td><td>12</td><td>14</td><td>32</td></tr>
<tr><td>Pastoral Concern</td><td>71</td><td>70</td><td>72</td><td>203</td></tr>
<tr><td>Positive Handling/Restraint</td><td>0</td><td>0</td><td>0</td><td>0</td></tr>
<tr><td>Safeguarding</td><td>24</td><td>25</td><td>17</td><td>66</td></tr>
<tr><td>Totals (unique)</td><td>93</td><td>106</td><td>104</td><td>321</td></tr>
</table>
Evaluative Summary

Safeguarding incidents were lower last year than preceding years. This could be due to our strengthened early help offer, supporting more parents at the point of need before situations begin to escalate. 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. A high percentage of the children on the caseload are triply disadvantaged e.g. they have safeguarding concerns, are pupil premium and SEN.

Due to high levels of mobility our caseload is constantly changing throughout the year, and the safeguarding team must adapt to the levels of need for new families that join us, often several in the same week.

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</td>
<td>£42,397</td>
</tr>
</table>

	and the impact of any 1:1 intervention the DDSL has completed with the children. Bullying and COCA remain low. All incidents of bullying have been recorded on cpoms, check-ins have been completed by the SGT and logs closed after 10 weeks if the bullying has stopped. Children participated in anti-bullying week and experienced an anti-bullying theatre performance and workshop. MH incidents are low compared to last year. This could be due to the impact of mental health training and the impact of the advanced Mental Health Champions. There are also Zones of regulation in every classroom. Reflexions workshops are planned strategically at different points of the year e.g. for anxiety around exams and transitions. The school Nursing team have provided parent workshops around immunisations, toileting and understanding their child's behaviour. Regular TAC meetings were held in the academic year 2025-26.	
Additional Pastoral support and good role models through working with outside agencies including West Midlands Judo.	Judo has been delivered to KS2 classes. PP children have been offered the opportunity to attend a free afterschool club.	£12,765
Provision of a free breakfast Club	100 place breakfast club available every morning from 8am. Average update equivalent to 40 pupils per day. Breakfast, activities and intervention clubs provided for pupils. 58% of pupils attending breakfast club are eligible for free schools meals. This is broadly in line with the school's pupil premium percentage.	£34,741.78

	Pupils who are unable to attend are able to have a free breakfast of toast or bagels in classroom every morning. Total number of pupils having breakfast in the classroom: 287. (Average of 21 pupils per class) During SATs week, a separate breakfast club was held for Year 6, providing a range of breakfast items each morning.	
Provision of free after school activity clubs to ensure all pupils regardless of whether they are disadvantaged or not have the same level of access.	19 after school activity clubs provided each week, equivalent to 285 spaces. Children accommodated in clubs of their choosing. Mixture of sports and non-sports plus intervention club run for the duration of the year. Clubs available for children in Years 1 to 6. Overall occupancy rate of clubs is estimated to have been equivalent to 42% over the course of the year.	£18,206.23
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.	Every class visited the Leather Museum linked to one of their three topics. All classes have visited the Community Gardens linked with their topics. Additional trips: Dudley Castle Black Country Museum Warwick Castle Weston-Super-Mare Tudors at Tamworth Castle Saxons and Vikings at Tamworth Castle Walsall Arena – Choir event Frank Champan Outdoor Education Centre Cadbury World Challenge Academy National Remembrance Arboretum Studio School – Lion King Production Walk around the local area Caldmore local visit Hindu Temple visit Gurdwara visit Wolverhampton University	£33,703.58

	Visitors to school: M&M Theatrical Productions Theatre Online Anti-Bullying Even Chaplains Panto Graffiti Workshop Pop Up Village Farm on Wheels EY Summer Fun Day Punch and Judy Show Online Author events (multiple events for multiple year groups across the year) CO Crew – Carbon Monoxide workshops	
Provide access to up-to date technology giving life skills for modern life and work.	iPads purchased to ensure that full sets are available to facilitate use of Reading Plus, Doodle Maths, Fonetti and 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: - 300,090 questions answered; - Average question time: 17 secs;	£17,000

	- Hours of practice: 1,417; - 266,632 of the 300,090 questions set were set by the AI element of the programme responding to pupil input and need; - 40% of current active students in their green or amber zone (Doodling little and often and are meeting their personalised target; - 122 out of 307 pupils have achieved a 30 day streak; - 36 pupils have achieved a 100 day streak	
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.	£10,000 was spent on purchasing vocabulary rich texts that are age appropriate for each classroom. £13,946.63 was spent on updating and upgrading home reading texts across the academy.	£23,946.63

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)

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**
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.