

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	267
Proportion (%) of pupil premium eligible pupils	44%
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)	2026-2029
Date this statement was published	01 st January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Helen Willett
Pupil premium lead	Sally Davey
Governor / Trustee lead	David Mann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,918 (April 202- March 2026)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£181,918

Part A: Pupil premium strategy plan

Statement of intent

Chellow Heights School is committed to ensuring that all pupils achieve well and make progress from their individual starting points, regardless of their needs. The focus of our Pupil Premium strategy is to support pupils in overcoming barriers to learning, enabling them to achieve their full potential.

We are working towards providing an outstanding, world-class educational provision within an exciting, specialist learning environment. At Chellow Heights, we aim to enable learners to be happy, healthy, and enjoy life, while developing their self-help, independence, communication, and social skills. Our goal is for pupils to become confident, capable decision-makers who can achieve personal goals and thrive both in and out of school.

Our strategy is underpinned by a holistic, highly personalised curriculum tailored to the needs of each individual child. It recognises each pupil's unique learning profile and seeks to support their development academically, socially, physically, and emotionally. This approach is designed to remove barriers to learning and ensure that all pupils—whether disadvantaged or not—can reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Reduced sensory processing development impacts pupils' holistic and academic progress.
2	Increased risk of pupils not meeting expected educational outcomes.
3	High rates of absence and persistent absence , affecting progress and engagement.
4	Economic pressures and the cost-of-living crisis contributing to higher levels of social deprivation.
5.	Reduced parental engagement , limiting opportunities to support learning and wellbeing.
6.	Increased number of pupils with speech, language, and communication needs (SLCN) requiring additional targeted support.
7.	Limited access to extracurricular activities and enriching experiences , reducing opportunities for social, emotional, and personal development.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The quality of teaching across the pathways is strong and pupils are taught by skilled and well trained staff.	There are no attainment gaps due to disadvantage. Pathway-specific CPD is implemented across all classes.
Improve attendance and reduce persistent absence	Attendance meets or exceeds national averages (Chellow aiming for 90%+). Disadvantaged pupils are not disproportionately represented in persistent absence (PA) and attendance gaps between disadvantaged and non-disadvantaged pupils are closed.
The highest quality of support provided for pupils.	Pupils receive the support they need, internally and externally, to make strong progress from their relevant starting points.
Social deprivation does not negatively impact access to school, attendance, attainment, or extracurricular/enrichment activities.	Attendance is at least in line with national averages with no gap between disadvantaged and non-disadvantaged pupils. There is an increase in disadvantaged pupils accessing extracurricular and enrichment opportunities.
Interventions (academic and holistic) are swiftly implemented and effective in ensuring pupils meet educational outcomes.	Behaviour incidents for disadvantaged pupils are not overrepresented. Progress data for disadvantaged groups is in line with non-disadvantaged groups.
Increased parental engagement and reduction of barriers due to disadvantage.	More parents/carers engage with the school. There is a broader range of parental engagement activities, and parents of disadvantaged pupils participate at levels comparable to other parents. Evidence demonstrates positive impact on pupil progress in targeted areas (e.g., behaviour, communication, reading). External early help referrals are reduced.
Social deprivation does not negatively impact pupil attendance, attainment, or access to extracurricular and enrichment opportunities.	There is no gap between disadvantaged and non-disadvantaged pupils in attendance, which is at least in line with national averages.

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: £95,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Scheme	Continuing Professional Development ensures all staff have up-to-date knowledge, skills and strategies to meet the diverse needs of pupils with SEND. Well-trained staff improve the quality of teaching, intervention delivery and support for disadvantaged pupils.	1,2,6
TLR for Speech and Language development to develop Communication across school.	A Speech and Language Therapy leadership role ensures school-wide coordination of communication support strategies. The postholder supports staff training, monitors progress, and promotes consistent approaches across classes.	1,6
Recruit and retain highly effective teachers, SNTAs (Special Needs Teaching Assistants) and HLTAs to ensure high-quality teaching and targeted support for pupils.	High-quality teaching is the most important factor in improving outcomes for disadvantaged pupils. Skilled staff are essential in meeting the complex learning, communication and sensory needs of pupils with SEND and ensuring that teaching is adapted effectively to remove barriers to learning.	1,2,6
Conduct home visits and attendance meetings with families to support improved attendance and engagement with school.	Disadvantaged pupils are more likely to experience lower attendance. Working closely with families helps identify barriers and enables schools to provide targeted support.	3,4,5
Provide staff training on sensory processing to improve understanding of pupils' sensory needs and how these impact learning and behaviour.	Many pupils with SEND, including disadvantaged pupils, experience sensory processing differences that can affect their ability to regulate emotions, engage in learning and participate in school activities. Staff training will help ensure	1,6

	that appropriate strategies and environments are in place to support pupils effectively.	
Provide whole-school communication training for staff including approaches such as Dough Disco, SWYW (Squiggle While You Wiggle), Attention Autism, Makaton, Sing and Sign, and the development of Communication Champions across school.	Many pupils with SEND experience communication and language difficulties which can create barriers to learning, social interaction and independence. Training staff in a range of communication strategies ensures pupils are supported consistently across the school day and helps disadvantaged pupils to access learning more effectively.	1,6
LPPA Award - Work towards and achieve the Leading Parent Partnership Award (LPPA).	Research shows that strong parental engagement can have a positive impact on pupils' progress, attendance and wellbeing. Developing structured approaches to working with parents can help reduce barriers to learning often experienced by disadvantaged pupils.	4,5
Rights Respecting Schools - maintain the UNICEF UK Rights Respecting Schools Award.	A rights-respecting approach helps to create a safe, inclusive and supportive school environment where pupils feel valued and respected. This supports the wellbeing, engagement and participation of disadvantaged pupils and helps remove barriers to learning.	4,5
Education Psychology - Buy in additional support from an Educational Psychologist to provide specialist assessment, advice and strategies.	Some disadvantaged pupils, particularly those with SEND, require specialist assessment and guidance to identify barriers to learning and support their emotional wellbeing. Educational Psychology input helps staff to better understand pupils' needs and implement effective strategies to support engagement, behaviour and learning.	1,2,6

Targeted academic support

Budgeted cost: £41,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal/External holistic interventions - Horse riding	Therapeutic horse riding supports emotional regulation, social skills, physical development, and confidence. Evidence shows holistic interventions can improve wellbeing, engagement, and learning outcomes. (2 sessions weekly)	1,2,6
Internal/External holistic interventions - Holmes dance	Participation in dance develops physical coordination, confidence, teamwork, and self-expression. Holistic activities like this support wellbeing and engagement, which underpin academic learning. (Weekly sessions, held on both sites)	1,2,6,7
Internal/External holistic interventions - Music therapy	Music therapy is an evidence-based approach that supports emotional regulation, communication, social interaction, and engagement. Holistic interventions like this help pupils develop skills that underpin learning and wellbeing. (1:1 and Group sessions)	1,2,6
Internal/External holistic interventions - Move program	The MOVE program provides structured physical and mobility support for pupils with complex physical needs, supporting independence, coordination, and access to learning. Holistic interventions like this improve physical, cognitive, and emotional outcomes. (Weekly sessions. Small groups, 1:1 sessions.) Move built into the class timetables.	1,6
Internal/External holistic interventions – Let’s Listen and Move	“Let’s Listen and Move” integrates auditory and movement-based activities to support sensory processing, motor coordination, and engagement. Holistic interventions like this improve access to learning and wellbeing for pupils with SEND.	1,6

	(Weekly sessions. Small groups, 1:1 sessions.) Let's Listen and Move built into the class timetables.	
Internal/External holistic interventions - Flamingo Chicks	Participation in dance develops physical coordination, confidence, teamwork, and self-expression. Holistic activities like this support wellbeing and engagement, which underpin academic learning. (Weekly sessions, held on both sites)	1,2,6,7
Internal/External holistic interventions – Hydrotherapy/Pop up pool	Swimming and hydrotherapy support physical development, muscle strength, coordination, and emotional wellbeing. Holistic interventions like these improve engagement, independence, and access to learning for pupils with SEND. (Weekly sessions in school) Pool Manager	1,6
Internal/External holistic interventions - Horticultural therapy	Gardening and horticultural activities support emotional wellbeing, focus, social skills, and engagement. Holistic interventions like this promote independence, patience, and positive interaction with the environment. (Weekly sessions on both sites)	1,6,7
Internal/External holistic interventions – Forest Schools	Forest Schools provide outdoor, hands-on learning that supports physical development, emotional regulation, social skills, and engagement. Holistic interventions like this enhance wellbeing and learning readiness. (Weekly sessions on both sites)	1,6,7
External – Sports Coach	Specialist sports coaching promotes physical development, teamwork, confidence, and engagement. Holistic interventions like this support wellbeing, motivation, and participation in school life. (1 session per week)	1,6,7
Providing pupils, particularly those with SEND and disadvantaged backgrounds, the opportunity to attend	Residential trips offer inclusive, immersive experiences that develop life skills such as independence, problem-solving, teamwork, and resilience. For	1,6,7

residential trips as part of holistic enrichment and personal development.	disadvantaged pupils, these experiences may not be accessible outside school and can significantly enhance self-confidence, social interaction, and engagement with learning. Residential trips also support emotional wellbeing and provide motivating, memorable opportunities that reinforce participation in school life. (3 residential offered to all Year 6 pupils.)	
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Wider strategies

Budgeted cost: £49,246

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Involvement Officer: Works especially with families of SEND or disadvantaged pupils to reduce barriers to learning at home and support early help referrals.	Increased family engagement, improved attendance, and better support for pupils' learning and wellbeing.	4,5
Early Bird Training: Supports staff and parents to intervene early with pupils showing developmental or communication needs, preventing gaps in learning.	Improved early intervention, identification of additional needs, and quicker access to appropriate support.	1,2,6
Communication Platforms: Ensures families of disadvantaged pupils receive information and support consistently.	Improved parent-school communication, timely sharing of information, and greater parental engagement in learning.	4,5
Pupil Wellbeing & Enrichment: Provides inclusive, motivational opportunities that disadvantaged pupils may otherwise miss, supporting confidence, independence, and engagement in school life.	Increased pupil wellbeing, engagement, social skills and positive relationships.	4,7

Total budgeted cost: £186,001

Part B: Review of the previous academic year - Outcomes for disadvantaged pupils

Cohort Overview

In the previous academic year, Chellow Heights had a total of **267 pupils**, of whom **46% were eligible for Pupil Premium funding**. Many disadvantaged pupils have SEND or additional learning, communication, and sensory needs. Disadvantaged pupils faced a range of barriers, including social deprivation, limited access to enrichment opportunities, attendance challenges, and complex learning or sensory needs (Challenges 1–7).

The previous Pupil Premium statement focused on **staff development, targeted support, parental engagement, holistic interventions, and practical support** to address these barriers.

Key Outcomes

- **Teaching Quality:**
 - CPD pathway training and reflective teaching appear to have improved teaching quality across pathways.
 - Lesson observations and staff feedback suggest that disadvantaged pupils benefited from improved teaching and support.
- **Attendance & Engagement:**
 - Overall attendance for disadvantaged pupils was monitored where data was available; trends suggest improvements in attendance and engagement.
 - Participation in enrichment and extra-curricular activities increased according to staff observation and logs.
- **Behaviour and Wellbeing:**
 - Behaviour incidents involving disadvantaged pupils appear to have decreased based on staff feedback.
 - Pupils showed improved confidence, social interaction, and engagement, as reported qualitatively by staff.
- **Parental Engagement:**
 - Engagement with workshops, home visits, and consultations increased where records were maintained.
 - Early Help referrals appear to have reduced as a result of targeted parental support.
- **SEND & Holistic Needs:**
 - Pupils with sensory or communication needs benefited from targeted interventions (e.g., sensory training, MOVE program, therapies), as indicated by qualitative observations and staff feedback.

Lessons Learned

1. **Targeted Staff Development Works:** Pathway training, reflective teaching, and skilled HLTAs/teachers directly improved outcomes for disadvantaged pupils.
2. **Parental Engagement is Critical:** Home visits and attendance meetings strengthened engagement and positively affected attendance and learning.
3. **Holistic Interventions Support Progress:** Addressing sensory, social, and emotional barriers alongside academic support improves pupils' readiness to learn.
4. **Social and Practical Barriers Matter:** Provision of school uniforms and similar supports reduces exclusion and promotes participation.
5. **Data Gaps Identified:** Future PP monitoring will ensure that attendance, progress, behaviour, and parental engagement data are systematically recorded to provide a clearer impact assessment.

Externally provided programmes

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

Programme	Provider