Cheddar Grove Primary School - Pupil Premium Strategy 2025 - 2026

Summary Information:

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'diminishing the gap' between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

It is the responsibility of the school to explain pupil premium expenditure to parents in the form of an annual statement. This report aims to detail information on how Pupil Premium has been used within school. It will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding*.

School	Cheddar Grove Primary School		
Financial Year	2025 - 2026	**Total PP budget for EYFS / KS1 / KS2**	£114,740
Total Number of Pupils	438	**Number of pupils eligible for PP**	66
Date of most recent PP review	September 25	**Date of next PP review**	January 2026

Cheddar Grove Primary School

Futura Learning Partnership

Table 1,1 Attainment Outcomes 2024 - 2025

Attainment Outcomes 2023/2024	Year 6 Data 2024 -2025		Year 2 Data 2024 - 2025	
	Pupils eligible for PP (17 children)	Pupils not eligible for PP	Pupils eligible for PP (14 children)	Pupils not eligible for PP
% pupils achieving expected standard or above in reading, writing & - maths outcomes	52.9%	77.3%	28.2%	50%
%% pupils achieving expected standard or above in reading outcomes	64.7%	81.8%	42.9%	76%
% pupils achieving expected standard or above in writing outcomes	58.8%	81.8%	35.7%	52.7%
% pupils achieving expected standard or above in maths outcomes	64.7%	86.4%	42.9%	70%

	Barriers to Future Attainment	Desired Outcomes/Success Criteria
	Internal Barriers	
A	PP children have historically low entry points into Cheddar Grove Primary School (in comparison to non PP) and in general are behind the expected standard. Children need to make accelerated progress in Mathematics, Reading & Writing. These low starting points have also meant that often PP children have major gaps in their understanding of key basic facts/basic skills in the core subjects. These gaps often take a number of years to close	Any gaps that are identified from pupil progress meetings and the previous end of year data analysis are reduced in size (meaning accelerated progress of PP children) Outcomes at the end of KS2 show PP children perform broadly in line with non-PP national in reading, and maths and slightly behind in writing. The gap is significantly closing.
B	PP children exposure to high level vocabulary and opportunities to deepen understanding are often limited due to home experiences. As a result, speech and language is often a barrier in school to children making progress.	Speech & Language skills are improved so that progress is in line with others within school and nationally.
C	A proportion of children are falling marginally behind their peers in reading and therefore a gap is highlighted.	PP children's reading level are in line with their non-PP counterparts.
	External Barriers	
D	Low attendance rates – Absence and persistent absence.	Attendance of PP children is in line with those of non-pp children.
E	The PP groups at Cheddar Grove Primary School have in some instances had to deal with challenging home circumstances which can have an impact on pupil's emotional wellbeing and mental health.	PP children have access to support which promotes positive wellbeing and mental health and develops their resilience. .
F	Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows.	All PP children are able to attend school trips including residential camps.
G	Parents awareness of PP funding and the level of support given in school	Parents are aware of the PP funding and strategies used in school. Parents understand and use home-learning strategies to support learning and improve outcomes.

Internal Barrier	***PP children have historically low entry points into Cheddar Grove Primary School (in comparison to non PP) and in general are behind the expected standard. Children need to make accelerated progress in Mathematics, Reading & Writing. These low starting points have also meant that often PP children have major gaps in their understanding of key basic facts/basic skills in the core subjects. These gaps often take a number of years to close.***						
	The actions below demonstrate how Cheddar Grove Primary School are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
	Year Group	**Desired Outcome**	**Chosen Action/Approach**	**Evidence Approach – What is the evidence and rationale for this choice?**	**Success Criteria – How will you ensure it is implemented?**	**Monitoring and evaluation – Staff Lead**	**Review date.**
A/B/C	Whole School	Every child receives teaching which is good and often outstanding in every classroom every day.	All staff have access to high quality CPD where necessary to ensure consistently good or better quality first teaching.	**EEF Guide to the Pupil Premium**. *"Using PP funding to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the PP".* *"High quality teaching is carefully linked to teachers' pedagogical and subject*	Staff will receive training on CPD strands which are a whole school priority as well as personalised CPD routes **Whole School Priorities** Teaching of phonics through RWI. Teaching of Spelling in KS 2 using RWI / Oxford Owl	SLT/ Reading/Writing/ Mathematics leads External evaluation from Futura SIP team.	Termly – DHT/HT

				knowledge. All teachers need regular CPD relevant to the their needs" *"Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils."* On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress)	Improving the outcomes for more able pupils. Teaching and development of writing across the school. Introduction and teaching of Oracy 21	Oracy lead and champion	Start in term 2 and regularly review throughout year. At least termly.
A/B/C	Whole School	MAP and HAP PP children's progress are tracked across the school ensuring disadvantaged pupils maintain at least the standard of attainment they achieved at the end of EYFS/ Y2; those who have 'fallen behind' make accelerated progress towards attainment standards.	All staff are competent in using Bromcom to track PP children's progress form the EYFS/Y2 starting points. To ensure all staff are effectively using mixed ability	*EEF Guidance – PP children are not a homogeneous group.* *Tackling disadvantage is not only about supporting low attainers* *MAP/HAP PP*	-Staff Understand how to use Bromcom to track children's attainment & progress. - Staff use the assessment information to ensure PP children are making appropriate progress	SLT/ Assessment Lead/ PP Lead	Terms 2/4/6

			groups and Adaptive Teaching.	*children often do not make the progress of their Non-PP counterparts from a similar starting position*	Staff use agreed teaching approach effectively		
A	All Years	PP children to make accelerated progress in Writing and maintain Mathematics based on their gaps in learning analysis.	Bespoke intervention groups.	EEF Tool Kit – Small Group Tuition (+4 months)	PP children make accelerated progress. PP children demonstrate above average increases in progress.	PP Lead /Mathematics Lead/ Writing Lead	Terms 2/4/6
A	Year 6	PP children make accelerated progress	Booster Teaching Groups Mathematics, Reading, Writing & GPS	EEF Tool Kit (+8 months) *Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.*	PP children make accelerate progress towards their end of Key Stage target. This is demonstrated through teacher assessment and increases in raw scores.	SLT/ Y5/6 Phase Leader/Year 6	Terms 2/4/6

A	All Years	Every child is taught using classroom strategies of 'scaffolding up'; supporting pupils to access challenging tasks.	Use of 5 a day adaptive teaching model. High expectations for all.	Addressing Education Disadvantage in School and Colleges – The Essex Way	PP children make accelerated progress towards school targets.	SLT and Futura School Improvement team.	Term 1 through to 6
							Total Cost £78, 360
PP children exposure to high level vocabulary and opportunities to deepen understanding are often limited due to home experiences. As a result, speech and language is often a barrier in school to children making progress.							
B	Targeted PP children	Identified PP children make rapid progress toward their individualised speech and language targets.	Speech & Language therapist – 1:1 and small group support	EEF Teaching Toolkit Oral Language Interventions (+5 months)	Speech & Language therapists reports indicate that targeted PP children are making accelerated progress towards their age-related targets,	SLT/SENDCo/ EYFS lead	Terms 2-6
B	Targeted PP children	Identified PP children make rapid progress toward their individualised speech and language targets.	Speech & Language Intervention – Talk Boost	EEF Teaching Toolkit Oral Language Interventions (+5 months)	Talk Boost assessment demonstrates progress against entry assessment.	SLT/SENDCo/ EYFS lead	Terms 1-6
B	Targeted PP children	Identified PP children make rapid progress toward their individualised speech and language targets	Speech and Language Support - 1:1 and small group support	EEF Teaching Toolkit Oral Language Interventions (+5 months	Speech & Language therapists reports indicate that targeted PP children are making accelerated progress towards their age-related targets,	SLT/SENDCo/ EYFS lead and Speech Therapist	Terms 2-6
							Total Cost £12,833

A significant proportion of children are falling marginally behind their peers in reading and therefore a gap is highlighted.							
A/C	Year 1-6	Identified PP children make accelerated progress in phonics and reading	RWI 1 to 1	EEF Teaching Toolkit Reading comprehension strategies (+6 months)	Children make accelerated progress towards their age-related reading targets.	PP Lead/ Reading Lead	Terms 3/4
A / C	Year 2 - 6	PP children make accelerated progress in reading and close the gap to their peers.	To monitor the impact of whole class reading – VIPERS	EEF Teaching Toolkit Reading comprehension strategies (+6 months Metacognition and self-regulation (+7 months)	Staff will receive CPD on delivery of whole class reading approach and resources to be used. Any individual CPD routes. Assessment data show gap closing	PP Lead/ Reading Lead	Term 4
A/C	Year 1-2	Identified PP children make accelerated progress with phonic.	Phonics Intervention through 1 to 1 RWI	EEF Tool Kit (+4 months)	Internal assessment demonstrates children are making accelerated progress Children pass the phonic screen check	Reading Lead/ PP Lead/ Class Teachers	Terms 2/4/6
A/C	Year 1-2	Identified PP children make accelerated progress with writing	Small group writing intervention	EEF Tool Kit (+4 months)	Internal assessment demonstrates children	Writing Lead/ PP Lead/ Class Teachers	Terms 2/4/6

					are making accelerated progress		
							Total Cost £13,547

Barrier	Low attendance rates – Absence and persistent absence. Higher for PP children.						
	The following strategies are being used to ensure PP children have access to interventions/resources which increase their emotional wellbeing and mental health.						
	Year Group	Desired Outcome	Chosen Action/Approach	Evidence Approach – What is the evidence and rationale for this choice?	Success Criteria – How will you ensure it is implemented?	Monitoring and evaluation – Staff Lead	Review date.
D	Whole School	Attendance and punctuality for PP pupils is The school target of 96.3%	1st day calling (2 x admin staff each day)	*DfE report: link between attendance and attainment at KS2 and KS4 - March 2016 …in general,*	Attendance will increase and persistence absence	SLT/ PP Lead/ Learning Mentor	Terms 1-6

			Admin team to have daily communication with parents. Learning Mentor to monitor attendance for PP pupils. Learning mentor to deal with holiday applications for PP pupils. DHT/ Learning mentor to produce half-termly attendance data to support targets and improvement for PP pupils.	*the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.* *The accompanying text says: ... pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve level EXS or above, than pupils that missed 10- 15 per cent of all sessions*	will decrease to the school target of 96% Improvement in PP data. Reduction in persistent absence.		
							Total Cost £0

Barrier	PP children at Cheddar Grove Primary School have in some instances had to deal with challenging home circumstances which can have an impact on pupil's emotional wellbeing and mental health.						
	The following strategies are being used to ensure PP children have access to interventions/resources which increase their emotional wellbeing and mental health.						
	Year Group	Desired Outcome	Chosen Action/Approach	Evidence Approach – What is the evidence and rationale for this choice?	Success Criteria – How will you ensure it is implemented?	Monitoring and evaluation – Staff Lead	Review date.
E	Targeted PP children Y1-Y6	Children will have a better understanding of their emotions and how to live a healthy and happy lifestyle.	promoting resilience and positive mental health Teaching Assistants 'meet and greet' vulnerable pupils at start of the day and at key transition points during the day. Teachers and Teaching Assistants to check in during the day to ensure wellbeing.	Evidence suggests that allowing pupils to 'off-load' at the start of the day provides a stable starting point for learning, and progress can be sustained. The school has identified that transition points (e.g. start of the day/post lunch) can often be difficult for PP children and have an impact on learning. Children in care have an identified need to explore the	Targeted PP children have: -Positive learning dispositions – link to behaviour policy & monitoring Targeted PP children. On entry and exit an SDQ is completed	SLT/ PP Lead/ Learning Mentor. SENDCo and Designated Teacher for Children in Care	Terms 2-6

			Butterfly Creative Therapy. 1:1	emotional impact of their care status			
E	Targeted PP children Y1-Y6	Children will develop a better understanding of learning dispositions and how to apply metacognition and self-regulation techniques	Improve learning behaviours & disposition Teachers use metacognition as part of the daily lesson. Teaching Assistants support learning and wellbeing through timely intervention and support.	EEF Teaching Toolkit Metacognition & Self-Regulation (+7 months)	Assessment data	SLT/ PP Lead/ Learning Mentor	Terms 2-6
E	Targeted families to include PP children	That the socioeconomic disadvantage impact is reduced.	To further develop the Community Hub to include families who have children at Bedminster Down Secondary School. To develop a programme of visitors to support the community hub.	EEF Teaching Toolkit Parental Engagement (+4 month)	Hub established and running Through attendance of parents at The Hub.	Welfare / Learning Mentor / SENCo / DHT	Term 6

			To review the Futura 50 and to expand the group taking in more young families				
							Total Cost £6000

Barrier	*Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows.*						
	The following strategies will be used to ensure PP children are able to access work that proceeds and follows school trips or residential visits.						
	Year Group	Desired Outcome	Chosen Action/Approach	Evidence Approach – What is the evidence and rationale for this choice?	Success Criteria – How will you ensure it is implemented?	Monitoring and evaluation – Staff Lead	Review date.

F	EYFS- Y6	Pupils have a breadth of experiences that enable them to contextualise their learning as a result of enrichment activities disadvantaged pupils' motivation and thus progress is at least in line with national & a proportion above.	Enrichment & wider curriculum visits, including residential Access to afterschool clubs/ enrichment activities (Linked to Sports Premium)	EEF toolkit – enrichment in the form of; sports, arts, outdoor adventure learning are shown to have +2- or +4-months impact	Termly data assessments for reading, writing and maths. Additional assessments by provider/ leader in other areas of development	SLT/ PP Lead/ SENDCo / PE Lead	Terms 1-6
F	Whole School	Identified disadvantage children are given access to breakfast club resulting in improvements in behaviour, concentration and punctuality.	Identified PP children invited to attend breakfast club. If necessary, the school will partially or fully fund breakfast.	Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation DfE Research Report March 2017	Improvements in target PP children's: -Behaviour -Concentration -Punctuality - Attainment/Progress	SLT/ PP Lead	Terms 1-6

Barrier	**Parents awareness of PP funding and the level of support given in school**						
	The following strategies will be used to ensure parents are aware and engaged in PP funding and support mechanisms.						
	Year Group	**Desired Outcome**	**Chosen Action/Approach**	**Evidence Approach – What is the evidence and rationale for this choice?**	**Success Criteria – How will you ensure it is implemented?**	**Monitoring and evaluation – Staff Lead**	**Review date.**

G	Whole School	To develop an open door policy with PP parents. A greater number of KS2 and KS1 parents will complete the forms necessary to enable PP funding. Pupils' who are eligible, will receive PP funding as soon as possible.	. On-going letters and handouts for parents explain the curriculum and learning opportunities for their children. On-going letters and handouts for parents on how they can help with their child's learning. Sharing of children's termly targets Open day events and year group learning workshops.	EEF – Parental engagement +3 month impact Evidence suggests that engaging parents of younger children is easier than older children.	Parents will become more aware of children's levels within school. Parents will play a bigger part on the school life and education of their children. Parents will be more accountable for adding to their child's education and be more aware of the teaching and learning within school	SLT/ PP Lead	Term 2/4/6 .
							Total Cost £4,000