Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cheddar Grove Primary School
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers.	2025 – 2026 (Review and evaluate impact)
Date this statement was published	1st October 2025
Date on which it will be reviewed	7th September 2026
Statement authorised by	Mr Paul Jeffery
Pupil premium lead	Mr Mark Cox
Governor / Trustee lead	Mr Declan Ashley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,740
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£114,740

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching, through Futura fundamentals, mixed ability grouping, and adaptive teaching is at the heart of our approach, focusing on areas where disadvantaged pupils require the most support. This has the greatest impact on closing the disadvantage attainment gap and will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure that we support the whole family and look at the socioeconomic impact

Challenges - **These details the key challenges to achievement that we have identified among our disadvantaged pupils.**

Challenge number	Detail of challenge
1	Our PP children have historically, on occasion, lower entry points into Cheddar Grove Primary School (in comparison to non-PP) and can be behind the expected standard. In these instances, children need to make accelerated progress in Mathematics, Reading & Writing. These lower starting points have also meant that PP children have gaps in their understanding of key basic facts/basic skills in the core subjects. These gaps can take several years to close
2	PP children exposure to high level vocabulary and opportunities to deepen understanding can be limited due to some home experiences. As a result, speech and language can become a barrier in school to children making progress.
3	A proportion of children are falling marginally behind their peers in reading and therefore a gap is highlighted.
4	Attendance rates are consistently between 90% and 92% Low attendance rates. A small number of children are persistently absent.
5	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.
6	Due to financial constraints, some pupils are unable to engage in residential and school trips to participate fully in academic work that proceeds and follows.
7	Parents awareness of PP funding and the level of support given in school

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
For there to be social justice for all children	That all children receive the same opportunities and that the attainment gap is reduced
Any gaps that are identified from pupil progress meetings and the previous end of year data analysis are reduced in size	Outcomes at the end of KS2 show PP children out perform non-PP national in reading, and maths and slightly behind in writing.
Speech & Language skills are improved so that progress is in line with others within school and nationally.	Children receiving Speech and Language will have language skills equal to their peers. Measured through entry and exit assessments All children to be part of Voice 21
PP children's reading level are in line or better than their non-PP counterparts.	Outcome judged based on ongoing Teacher Assessment and Summative test data 3 times a year.
Attendance of PP children is in line with those of non-pp children	Attendance monitored by learning mentor and individual plans put in place. Target measured against school target of 96.3%
PP children have access to support which promotes positive wellbeing and mental health and develops their resilience.	Targeted PP children have: -Positive learning dispositions – link to behaviour policy & monitoring
All PP children are able to attend school trips and enrichment activities including residential camps.	Improvements in target PP children's: Attainment/Progress / sense of belonging
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.	Through use of parent survey there is a measurable increase in parents understanding of levels and attainment.

Activity in this academic year

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

Teaching

Budgeted cost: £ 78,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff have access to high quality CPD where necessary to ensure consistently good or better quality first teaching. To introduce and deliver Voice 21 – oracy programme	**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 knowledge. All teachers need regular CPD relevant to their needs"* On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress)	1,2,3
All staff are competent in using PiXL / Bromcom to track PP children's progress form the EYFS/Y2 starting points. To ensure all staff are effectively using mixed ability groups and Adaptive Teaching.	EEF – "*teaching & support by accurately assessing pupils' needs. High quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs* *EEF Guidance – PP children are not a homogeneous group.*	1,2,3 1,3.3
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 EEF Guidance – 5 a day for pupils with SEND	1,2,3
Children will develop a better understanding of learning dispositions and how to apply metacognition and self-regulation techniques	EEF Teaching Toolkit Metacognition & Self-Regulation (+7 months)	5

Speech & Language therapist – 1:1 and small group support	EEF Teaching Toolkit Oral Language Interventions (+5 months)	2
Bespoke intervention groups.	EEF Tool Kit – Small Group Tuition (+4 months)	1

Targeted academic support

Budgeted cost: £ 12,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke intervention groups.	EEF Tool Kit – Small Group Tuition (+4 months)	1
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.*	1
Speech & Language therapist – 1:1 and small group support Speech & Language Intervention	EEF Teaching Toolkit Oral Language Interventions (+5 months)	2
Individual Pupil Profiles produced to create a data base of individual needs and strengths.	EEF Toolkit One to one tuition +5 months.	1,3
Whole class reading Reading Vipers	EEF Teaching Toolkit Reading comprehension strategies (+6 months Metacognition and self-regulation (+7 months)	3
Phonics Intervention *(RWI)*	EEF Tool Kit (+4 months)	1,3

Wider strategies

Budgeted cost: £ 23,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
1st day calling (2 x admin staff each day)	*DfE report: link between attendance and attainment at KS2 and KS4 - March 2016 …in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.*	4

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 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*	
Promoting resilience and positive mental health Teaching Assistants / Teachers '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. Butterfly Creative Therapy. 1:1	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 emotional impact of their care status	5
To continue and develop Community Hub in the school where Parents can access school uniform, clothes and other consumables. To have access to members of staff to sign post and support families. To review the Futura 50 and to expand the group taking in more young families	EEF Teaching Toolkit Parental Engagement (+4 month)	5
Improve learning behaviours & disposition	EEF Teaching Toolkit :Metacognition & Self-Regulation (+7 months)	5
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	6
Identified PP children invited to attend breakfast club. If necessary, the school	Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation	6

will partially or fully fund breakfast.	DfE Research Report March 2017	
PP champion allocated within school and identified with parents. 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.	7
To develop the role of mentor supporting pupils well being, emotional health and social health.	EEF Social and emotional learning +3 months impact Mentoring +2 months	5

Total budgeted cost: £ 114,740

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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%

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.