

# Pupil premium strategy statement – Cheddar First School

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	256
Proportion (%) of pupil premium eligible pupils	19.1 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	10/2025
Date on which it will be reviewed	10/2026
Statement authorised by	S Smith
Pupil premium lead	S Griffin
Governor / Trustee lead	A Alen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,939
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£68,939

# Part A: Pupil premium strategy plan

## Statement of intent

As a school we aim to have the child at the heart of everything we do. Our priority is to narrow the gaps between our disadvantaged pupils and their peers, allowing every child to reach their full potential and experience a wide range of first-hand experiences.

### **We ultimately aim to:**

Narrow the gap in Reading, Writing and Maths between our disadvantaged pupils and their peers.

Support the emotional, social and mental health needs of all of our pupils so that they feel safe, ready and respectful of themselves and others

Provide disadvantaged pupils with a broad range of opportunities alongside their peers.

Develop a language rich environment to enable all pupils to become fluent readers and communicate confidently.

### **These aims will be addressed by the plan through:**

Our pupil premium strategy plan focuses in on ensuring high quality

1. Quality First Teaching opportunities are consistently in place.
2. A robust schedule of CPD opportunities ensure that all teaching staff are equipped and competent to deliver high quality engaging lessons that both challenge and support their learners.
3. A broad and balanced knowledge and skills-based curriculum will build on first hand experiences and inspire a love of life-long learning.
4. Adults will be effectively deployed to provide targeted interventions to narrow highlighted gaps using SMART targets to track progress and ensure all children are progressing. These targeted interventions will incorporate both small group and individualised opportunities to enable rapid progress to be made.
5. Wider opportunities incorporated within our school ethos and culture will promote positive behaviours, strong attendance and opportunities for all pupils to experience extra-curricular activities.

### **Our plan is based on the principles that:**

We as a school will make a difference to the progress and opportunities of all pupils

Any strategies implemented will be embedded within a strong research foundation and are therefore proven to have significant impact

Wider opportunities which focus on aspects of school culture such as behaviour and attendance will impact on all pupil's learning opportunities and should be prioritised

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Social, emotional and mental health</b></p> <p>Observations, assessments and discussions with our children indicate that there is a gap in the self-regulation skills between our disadvantaged children and their peers. Not all of our disadvantaged students have a range of cognitive and metacognitive strategies to use when they are dealing with challenging academic work or in other social situations. We are also experiencing a growing number of children accessing our ELSA check ins, 1:1 and group sessions.</p>
2	<p><b>Pupil Outcomes</b></p> <p>Assessments indicate that there are particular gaps between disadvantaged children and their non-disadvantaged peers in Reading, Writing, Maths and Phonics. In particular, a high proportion of disadvantaged pupils did not pass the phonics screening check, compared to their non-disadvantaged peers. This challenge links closely to the challenge of SLC.</p>
3	<p><b>Attendance and punctuality</b></p> <p>Weekly tracking of attendance data indicates that there is a gap in the attendance of disadvantaged pupils compared to their non-disadvantaged peers, which is impacting negatively on the progress of our disadvantaged cohorts. This is a complex challenge which often requires an individual approach and therefore requires a clear system of tracking and a graduated approach.</p>
4	<p><b>Access to wider opportunities</b></p> <p>Access to extra-curricular activities amongst disadvantaged children is a concern. Observations and discussions with families and students show us that some of our disadvantaged students need support to widen their aspirations in school and beyond. We need to offer them wider enrichment opportunities that enable them to aim high and at the same time, be motivated to succeed academically.</p>
5	<p><b>Parental engagement</b></p> <p>Our observations and daily discussions with families indicate that some families find it difficult to engage with us. Parental challenges such as mental health, family structure and cost of living pressures all impact on parental engagement with school. The amount of foodbank vouchers issued is increasing despite parents being reluctant to ask for help.</p>

## 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
Improved Social, emotional and mental health	<p>Pupil well-being is rated as good in pupil survey</p> <p>Gap in Self-regulation ELG will decrease</p> <p>Number of children needing daily ELSA check in will decrease</p> <p>Qualitative student, parent and teacher voice will demonstrate high levels of wellbeing in all cohorts.</p>
Improved attainment in Phonics, Reading, Writing and Maths	<p>All children will achieve outcomes in-line with, or above, national average by the end of Y2 and then Yr 4 in relation to targets for Yr 6.</p> <p>Outcomes of our disadvantaged cohorts will have improved and will approach the levels of their non-disadvantaged peers.</p> <p>Reading age results show sustained improvement in comprehension and inference and student confidence</p> <p>Phonic screening outcomes will show that at least 80% of all pupils passing.</p>
Improved attendance for all children	<p>The % of all students who are persistently absent to have reduced and the attendance and lateness of disadvantaged student to have improved.</p> <p>Attendance tracking will show the impact of monitoring</p>
Improved attendance at extra-curricular activities amongst the disadvantaged group	<p>Monitoring of extra-curricular activities will show that disadvantaged children are accessing a wide variety of clubs and activities</p>
Improved parental engagement	<p>Participation rates in school events will increase, especially for our disadvantaged cohort. These may include parents evening, INSPIRE sessions and parent workshops</p>

## 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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Unlocking Letters and Sounds (Phonics) Registration, training and resources	Pupils make accelerated progress in Reading. At least 85% of all pupils pass PS	Unlocking Letters and Sounds (Phonics) Registration, training and resources
Reading	Pupils make accelerated progress. At least 80% of all pupils meeting Age Related Outcomes	Reading
Maths	Pupils make accelerated progress. At least 80% of all pupils meeting Age Related Outcomes	Maths

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

Budgeted cost: £ 50,531

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group Talk boost delivery	Pupils make accelerated progress. At least 80% of all pupils meeting the GLD and KS1 Language and communication and writing outcomes. Pupil confidence to articulate clearly and communicate with confidence has improved	
TA deployment to support in class and deliver targeted interventions to individuals and small groups	When intervention is targeted to support next steps it will accelerate progress e.g. where teaching assistants are carefully deployed to deliver targeted interventions it has a positive impact of 4 months + progress over the course of a year.	

	(The Sutton Trust and Education Endowment Foundation Research)	
TA deployment to ensure daily reading	Pupils make accelerated progress. At least 80% of all pupils meeting the GLD and KS1 Reading outcomes.	
TA deployment to ensure Unlocking Letters and Sounds catch up session	Pupils make accelerated progress. At least 80% of all pupils meeting the GLD and KS1 Language and communication and writing outcomes.	
ELSA support to enable Nurture group	<p>Pupils are able to regulate their emotions and access the wider curriculum</p> <p>Increased levels of emotional regulation across the school will enable all children to be safe, ready and respectful and enable all pupils to learn effectively.</p> <p>There will be a reduction in suspensions and Pex</p>	

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

Budgeted cost: £ 14,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		
Wider curriculum opportunities	School has identified gaps in cultural capital which impacts on their ability to engage and access the curriculum. Therefore, pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	
Parent workshops, stay and play, etc	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home learning activities.	
School to subsidise uniform, resources, breakfast as required	<p>All pupils have the necessary equipment</p> <p>All pupils have a settled start to their day</p> <p>No pupil starts the day hungry</p>	

Sports Coaches at lunchtime	All pupils have access to additional sporting activities to support their physical and emotional health and well-being	
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**Total budgeted cost: £ 70,281**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal and external assessments during 2024/25 indicate that there has been some measurable impact with a reduction in gaps between disadvantaged children and their peers.

Outcomes for our Reception Children were above National with 89% of children achieving a Good Level of Development compared to 69% Nationally.

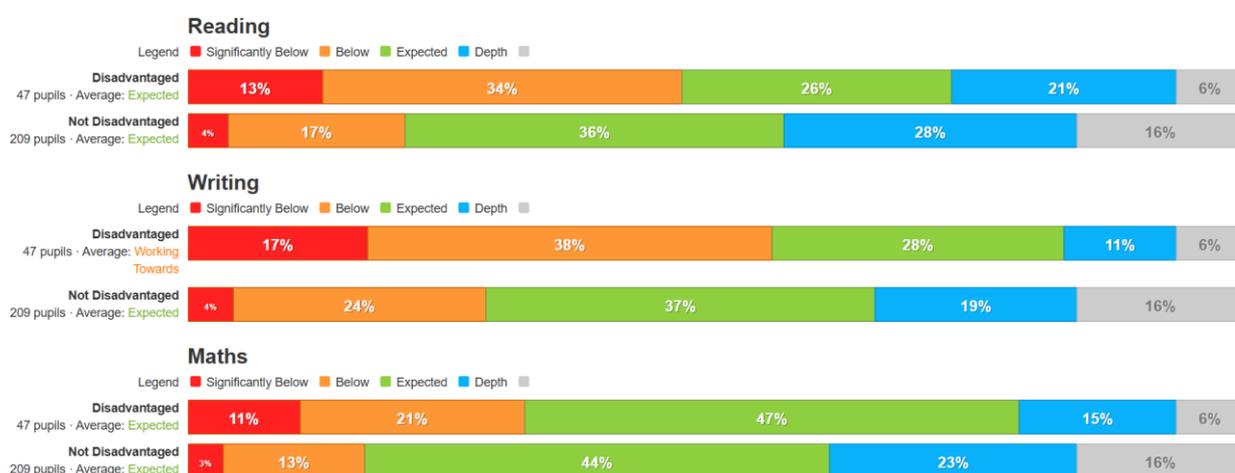
Year 1 Phonics Screener results are improving but still disappointing at 81% however we have changed our scheme this year and are looking to improve this figure further.

Key stage One outcomes were largely in line with National outcomes with disadvantaged children performing in line with their peers.

As a school generally, the gap between disadvantaged and non-disadvantaged children has reduced. A new grammar-based writing curriculum has been introduced and is being embedded across the setting, which is improving outcomes.

#### Strengths-

- Minimum gap between disadvantaged and non-disadvantaged in Maths
- There is a minimum gap between disadvantaged girls and non-disadvantaged pupils .



### 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
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## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

**Further information (optional)**

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