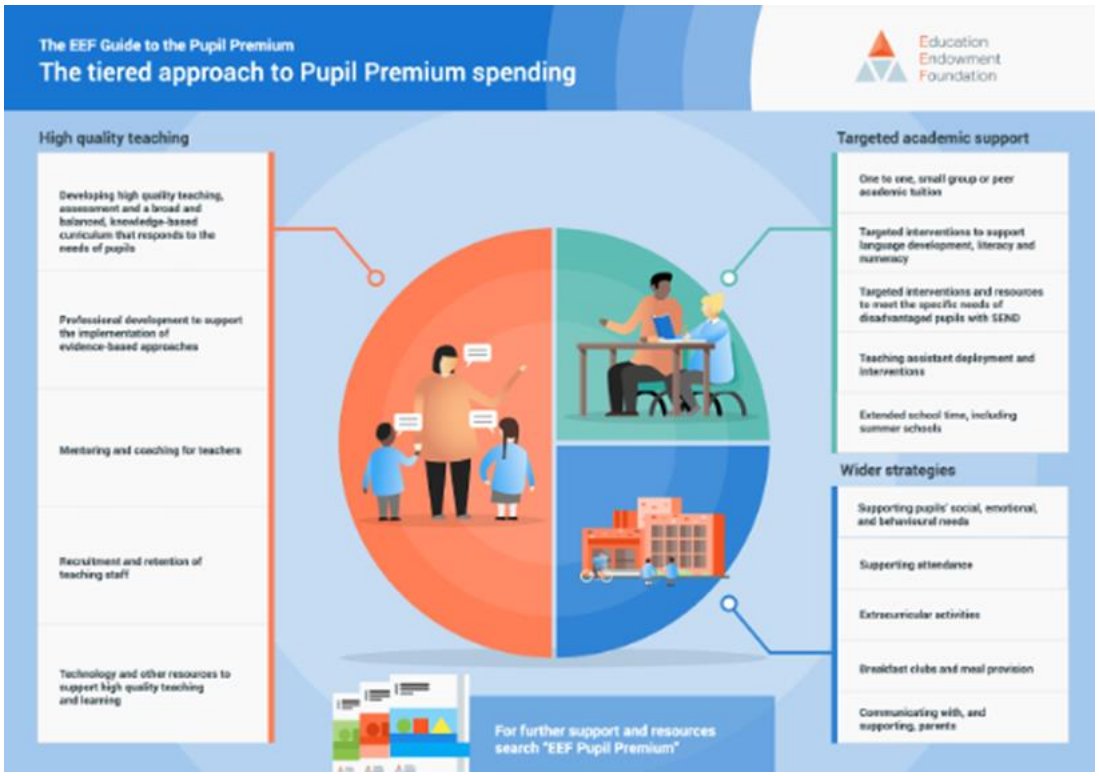
Cheddon Fitzpaine Church School Pupil Premium Strategy Statement 2025-2028

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic year) 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 pupil premium had within our school. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies



Our approaches will be monitored and reviewed to analyze impact on outcomes for disadvantaged pupils.

School overview

Total number of pupils in school	137
Proportion of disadvantaged pupils	28 – 20%
Proportion of disadvantaged pupils who have SEND	5– 18%
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2025 - 2028
Publish date	December 2025
Review date	December 2028

Statement authorized by	T Morrison
Pupil Premium lead	J Strawbridge
Governor lead	L Smith

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,098
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	£40,098

Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years

Our intention is that all pupils have full access to an appropriate and inclusive curriculum that enables them to make the best possible progress and achieve high attainment across all subject areas. This links to the school vision – ***Where we all. belong, believe in ourselves and others and build for our future.*** 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.

High quality teaching is at the heart of our learning journey with a focus on areas in which the disadvantaged pupils need more support including progress in reading, writing and emotional literacy. At the same time this will then benefit the non-disadvantaged pupils.
Robust assessment is used to identify the gaps in learning, and we will act early to plan interventions accordingly, through the use of a graduated response and an assess - plan – do – review cycle which clearly shows impact on pupils' progress.

Alongside this, subject leaders will develop a well thought-through and sequenced curriculum which focuses on prior learning and embeds subject specific vocabulary. Pupils will be able to talk confidently about how prior learning has helped their understanding and learning alongside subject leaders will have a secure understanding of their subject and can talk about the impact their leadership has on the subject.

We will consider the challenges faced by our disadvantaged and vulnerable learners, such as those with a social worker or post-looking arrangements. The statement also outlines support for their emotional needs and wellbeing.

Challenges

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

Challenge	Detail of challenge
1	Assessments, and observations of pupils indicate that several disadvantaged children also have SEN which has an impact on pupil progress in all subjects. 18% of children who are PP also have complex needs including Speech and Language, social communication, poor working memory, attention difficulties, gross and fine motor skills.

2	Internal assessments of pupils indicate underdeveloped emotional resilience which impacts learning behaviours and the ability to become independent learners, particularly in writing.
3	Assessments, observations, and discussions with pupils indicate that pupils do not have the subject specific vocabulary needed to be able to discuss their prior learning or curriculum across all subjects.
4	Assessments and observations generally suggest that disadvantaged pupils in Reception and KS1 have greater difficulties with reading than their peers. This impacts on their development as a reader. In KS2 pupils' poor inference and comprehension skills impact on their attainment and progress in reading.
5.	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by social factors more than non-disadvantaged pupils. This has resulted in significant difficulties with social and emotional literacy leading to pupils' poor tolerance for others affecting positive behaviour choices.

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.

Challenge	Intended outcome	Success criteria
1	SEN and disadvantaged pupils make at least expected progress in reading, writing and maths. Pupils will access a wide range of interventions and support to meet their needs, including speech and language, mastering number and precision teaching.	SEN children to make at least 6 points progress. TAs deployed effectively to maximize learning opportunities CPD for teachers and TAs has an impact on children's progress Children's APDR will show clear interventions to maximize progress Teachers use AfL effectively to plan next steps for all children Learning is made accessible to ensure progress (referring to the core standards document when necessary) The graduated response tool is used to support planning and adaptive teaching for all pupils
2	Pupils' independent learner behaviours increase due to developing emotional resilience in writing	Metacognition approaches developed through staff CPD using the EEF research project. Development of the Cheddon writing spine in use across all classes. Children use self-assessment / peer assessment strategies and success criteria in English sessions Development of independent coaching CPD approaches the school through Steplab. Use of ICT to develop independent learning behaviours across the school.
3	Pupils' independent learner behaviours increase due to developing foundational knowledge in maths.	Metacognition approaches developed through staff CPD using the EEF research project. Development of the Cheddon arithmetic progression to use across all classes. Children use self-assessment / peer assessment strategies and success criteria in English sessions Development of independent coaching CPD approaches the school through Steplab. Use of ICT to develop independent learning behaviours across the school.

4.	Improved reading attainment amongst disadvantaged pupils.	Develop the use of ICT to support reading development. Development of the school library impacts children's reading and vocabulary. Development of a free book swap area so children can take books home to read Development of independent coaching CPD approaches the school through Steplab. Reading subject knowledge coaching for staff. Cheddon reading spine developed in line with the 5 plagues of reading reconsidered by Doug Lemov
5	Social and emotional literacy is addressed throughout the curriculum and addressed through a zones of regulation approach.	Negative behaviours of disadvantaged children are reduced. Children are more articulate when talking about their emotions and feelings. Children can recognize the impact their emotions have on their behaviours and have more tolerance for others. Development of a mental health support team and senior mental health lead.
6	Pupils and parents identified as vulnerable have access to pastoral care and support.	ELSA sessions provided for children Forest school developed as PPA provision for all children. Access to the PFSA service, community groups and school nurse to support parents. Persistent absences / lates of disadvantaged pupils are addressed. Children will access wider curriculum opportunities as well as access to workshops and first hand trips. Development of an enrichment afternoon fortnightly to support the wider opportunities for all children including disadvantaged.

Activity in this academic year 2025-2028

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

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardized diagnostic assessments. Training for staff to ensure these are administered correctly.	https://educationendowmentfoundation.org.uk/guidance-for- teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_c	1,2,4

	ampaign=site_search&search_term=pupil%20progress Standardised tests can provide reliable insights into specific strengths and weaknesses for each pupil to help identify the need for additional support or interventions.	
Enhancement of our writing and spelling teaching and curriculum planning in line with DFE guidance. Access to high quality resources and CPD.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 There is strong evidence to suggest that improving pupils' foundational knowledge in reading and writing supports strong outcomes	1,2
Enhancement of our maths teaching and curriculum planning in line with DFE guidance. Access to high quality resources and CPD.	**EEF_Maths_EY_KS1_Guidance_Report.pdf** There is strong evidence to suggest that improving pupils' foundational knowledge in maths supports strong outcomes	3,5
Purchase the online assessment tracking for our DFE validated phonics program to secure stronger phonics teaching for pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching- learning-toolkit/phonics Phonics approaches have a strong evidence base that impact on word reading particularly for disadvantaged pupils.	4
Purchase and ongoing costs for accelerated reader to support pupils reading and comprehension skills.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader Evidence suggests that using a consistent approach improves children's comprehension skills, particularly at KS2	4
Enhancement of our writing teaching and curriculum planning in line with DFE guidance. Access to high quality resources and CPD.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,5

Social and emotional practices will be embedded across the school supported by CPD and training for staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning There is extensive evidence that pupils' Adverse Childhood Experiences impacts on their social and emotional learning. This in turn affects their ability to make progress in all subjects across the curriculum.	5

Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional intervention sessions targeted at those pupils who need support.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Carefully planned interventions ensure that children's gaps in learning are addressed at the earliest point.	1,2,3,4,

Access to specific pastoral support interventions linked to outside agencies.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning There is extensive evidence that pupils' Adverse Childhood Experiences impacts on their social and emotional learning. This in turn affects their ability to make progress in all subjects across the curriculum.	5
Access to structured interventions to support social and emotional wellbeing for pupils and families.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning There is extensive evidence that pupils' Adverse Childhood Experiences impacts on their social and emotional learning. This in turn affects their ability to make progress in all subjects across the curriculum.	1,5

Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £8,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide an online safeguarding / attendance/ behaviour recording and monitoring system for staff. Ongoing training costs for staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Both targeted behaviour interventions and monitoring can have a positive overall effect on behaviour. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Monitoring attendance can lead to significantly reduced levels of absence and persistent absence.	1,2,3, 5

Purchase programmes of study which enhance a knowledge – rich curriculum, which engages children to learn	https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway https://www.teachertoolkit.co.uk/2020/01/27/curriculum-of-hope/ https://www.marymyatt.com/resources There is strong evidence to suggest that pupils' subject specific vocabulary will improve with a well-designed curriculum which is creative, engaging and knowledge rich.	1, 2, 3
Ongoing costs to provide an ICT system which is relevant for children and staff to use, to keep up to date with the modern advances in technology.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital Technology will improve teaching and learning. It can improve the quality of explanations and modelling. It offers ways to improve the impact of pupil's use of ICT and offers opportunities for assessment and feedback.	1,2,3,4
Facilitate the partial funding of workshops, trips, visits, peripethic music teaching and sporting activities planned to enhance the wider curriculum	There is strong evidence to suggest that disadvantaged children often miss out on first-hand opportunities that enhance the wider curriculum due to not being able to afford it. By offering to supplement the funding for disadvantaged children we ensure that all pupils have access to the same inclusive opportunities.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours we have identified the need to set a small amount of funding aside to respond quickly to the needs that have not yet been identified.	ALL

Total budgeted cost: £ £40,098

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.
In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress.

Commentary and conclusions on outcomes including phonics:

Below is the overall attainment and progress for Cheddon for the year ending 2025.

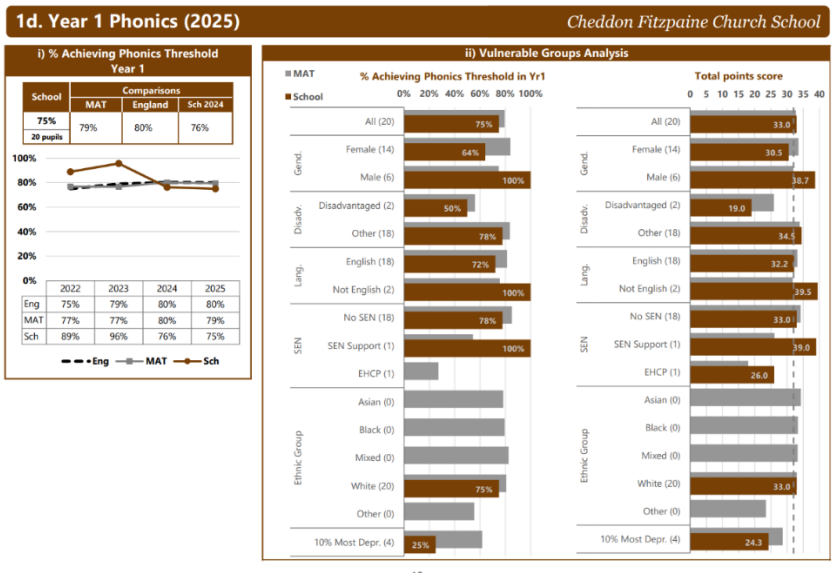
1a. Attainment & Progress Summary (2025) — *Cheddon Fitzpaine Church School*

Key to shading: >3* above Eng; >1* above Eng; Within 1* of Eng; >1* below Eng; >3* below Eng

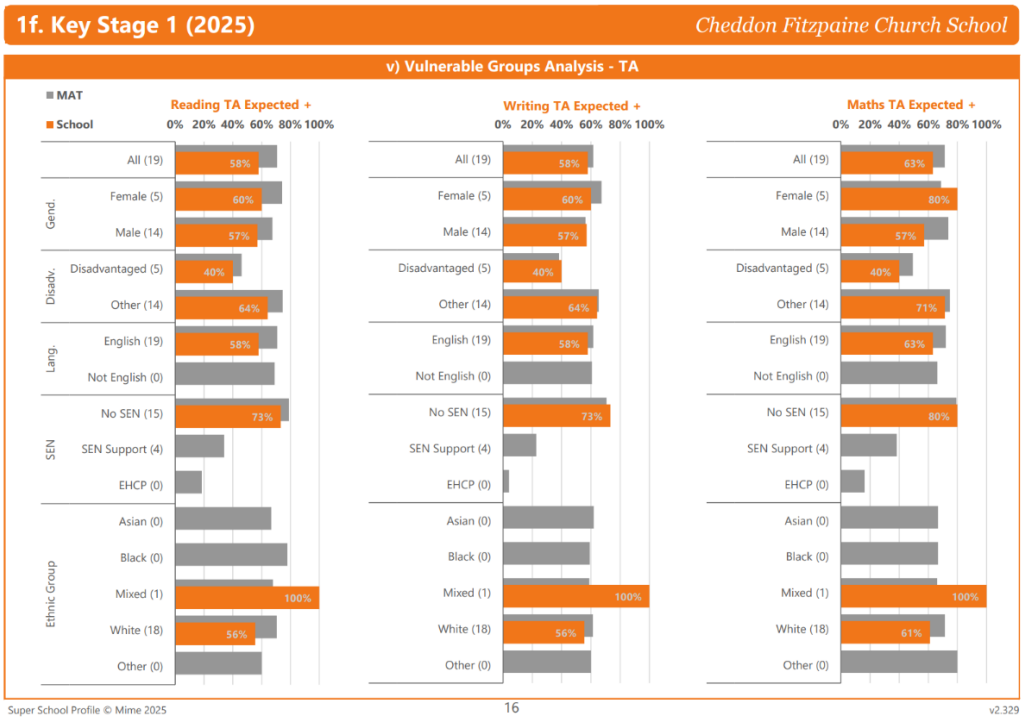
*Number of pupils (see page 4 for explanation)

		School - Over Time					England - Over Time					
		School 2022	School 2023	School 2024	School 2025	School Change from 2024 (-15% -5% +5% +15%)	Eng 2022	Eng 2023	Eng 2024	Eng 2025 Provisional	2025 Difference from England (-15% -5% +5%+15%)	
EYFSP	GLD	83%	67%	70%	67%	-3%	65%	67%	68%	68%	-1%	Section 1c
Yr1	Achieving Threshold	89%	96%	76%	75%	-1%	75%	79%	80%	80%	-5%	Section 1d
KS1 Expected Standard	Reading TA	93%	60%	87%	58%	-29%	67%	68%	-	-	-	Section 1f
	Writing TA	71%	60%	74%	58%	-16%	58%	60%	-	-	-	
	Maths TA	86%	70%	87%	63%	-24%	68%	70%	-	-	-	
KS1 Greater Depth	Reading TA	43%	20%	22%	26%	+4%	18%	19%	-	-	-	Section 1f
	Writing TA	36%	15%	17%	21%	+4%	8%	8%	-	-	-	
	Maths TA	36%	15%	26%	32%	+6%	15%	16%	-	-	-	
MTC	Achieving 20+	-	67%	85%	75%	-10%	60%	63%	67%	-	-	Section 1h
KS2 Expected Standard	Reading Test	78%	75%	67%	100%	+33%	75%	73%	75%	75%	+25%	Section 1j
	Writing TA	78%	75%	67%	76%	+9%	70%	72%	72%	72%	+4%	
	Maths Test	48%	75%	83%	71%	-12%	72%	73%	74%	74%	-3%	
	RWM Test/TA	48%	71%	50%	71%	+21%	59%	60%	61%	62%	+9%	
	GPS Test	78%	75%	67%	81%	+14%	73%	73%	73%	73%	+8%	
KS2 Higher Standard	Reading Test	22%	25%	17%	33%	+16%	28%	29%	29%	33%	-	Section 1j
	Writing TA	57%	38%	25%	43%	+18%	13%	13%	13%	13%	+30%	
	Maths Test	9%	25%	17%	10%	-7%	23%	24%	24%	26%	-16%	
	RWM Test/TA	9%	13%	17%	0%	-17%	7%	8%	8%	8%	-8%	
	GPS Test	9%	42%	25%	19%	-6%	28%	30%	32%	30%	-11%	
KS2 Progress	Reading Prog Score	-3.1	-1.5	-	-	-	-	-	-	-	-	Section 1j
	Writing Prog Score	+2.1	+2.7	-	-	-	-	-	-	-	-	
	Maths Prog Score	-5.7	+0.8	-	-	-	-	-	-	-	-	

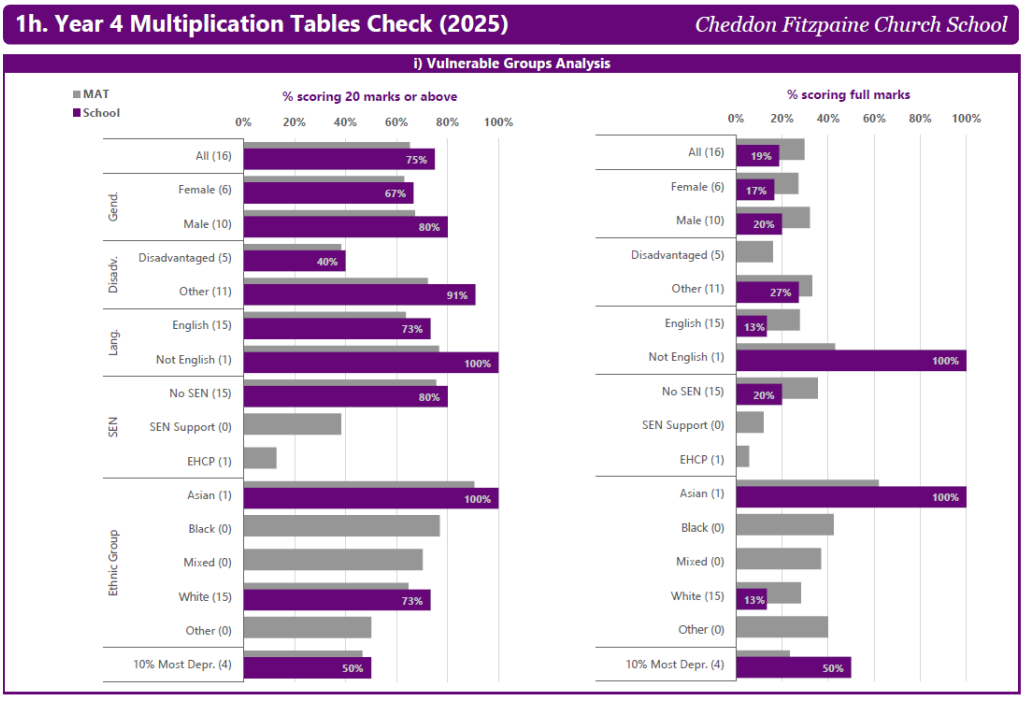
Year 1 Phonics scores show 50% of pupil premium children in year 1 are attaining their Year 1 phonics. 75% of children overall passed their phonics screening.



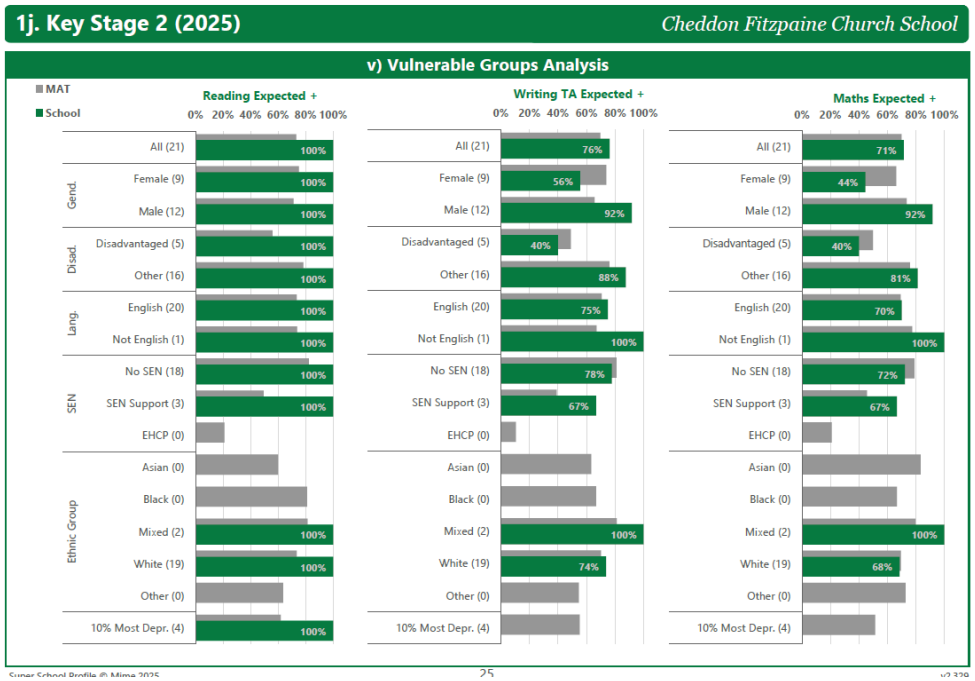
Key Stage 1 data shows that 40% of disadvantaged pupils achieved the expected standard at year 2. There are patterns of poor attendance in this year group which is monitored closely and support plans put into place where necessary. Phonics interventions are being taught at different times of the day and in a multisensory way so take into account the different ways children learn.



40% of disadvantaged pupils achieved the multiplication tables check at year 4 however 0 achieved full marks. This is an area for development and arithmetic sessions are planned in across the school to support the development of times tables and multiplication.



The KS2 results are more positive than the previous year. A focus on foundational knowledge and processes needs to be embedded across the school in order to narrow the gap in learning for our disadvantaged learners.



Developing the independence of disadvantaged learners particularly across reading, writing and maths has been written into the plan for 2025 2026, as after analysis of the above results, it is clear this is an area for the school to develop.

Review of expenditure 2024 - 2025		
1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Progress measures show that a high percentage of children have begun to address the gaps in their learning. Purchased of various schemes have had a positive impact of teaching and learning across all subjects. Diagnostic assessments are used. Feedback and metacognition have developed to include peer marking and self-marking. Children are beginning to identify their next steps and what they need to go to take their learning further. Providing specifically targeted CPD for teachers and teaching assistants ensures that skills and knowledge are kept up to date. Carefully planned interventions and use of class provision maps ensure disadvantaged pupils are identified and gaps in learning are addressed.	Continue to use structured programs and interventions to support pupils in addressing the gaps in their learning. Continue to provide support for children with their wellbeing and mental health. Develop the role of technology and AI to support children's independent learning and suggest improvements to improve. Continue to purchase diagnostic assessments and complete gap analysis to support the understanding of pupils' gaps in learning. Update the marking and feedback policy to be more relevant and up to date. Continue providing CPD for staff that relates to the School Development Plan. Explore the use of technology to boost CPD - Steplab Continue to use Arbor to log interventions for pupils. Use the Trust's graduated response tool to support the development of an APDR for disadvantaged pupils who are not making progress. Investigate the use of the class provision maps to record the APDR.	£22,000

2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Progress measures for PP children are positive. Targeted interventions address gaps in learning. ELSA and the senior mental health lead support the mental health and wellbeing of identified children across the school. All children work through Jigsaw PSHE scheme and as a school we have embedded the zones of regulation. These are used in conjunction with our relationship management policy. The impact of this is that there have been no fixed term exclusions at Cheddon in the past year.	Teachers continue to identify gaps in learning and plan interventions accordingly. Develop effective monitoring through the use of PPMs Interventions are tracked on Arbor and show progress for children against their targets. Children with EHCPs continue to have interventions and support which relates to their plans and outcomes. Continue to provide opportunities to support pupils' mental health and wellbeing.	£10,000

3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Family support with wraparound care, sports club or school trip funding means that all pupils have access to the same opportunities and enrichment activities. It has had a positive impact on attendance figures which are broadly in line with national data. Families who were identified as vulnerable throughout the lockdowns received food vouchers regularly to spend in their selected shop. This ensured all pupils had access to regular meals throughout lockdown.	Food parcels were trialed, however, parents felt they didn't consider pupil's likes and dislikes, so food got wasted. The voucher scheme had a more positive impact. Continue to subsidise enrichment activities, so that disadvantaged children still get access to a broad and balanced curriculum.	£8,098
Subscription to the Southwest Heritage Trust has supported engagement in the school's developing curriculum and given children access to first-hand exhibits with a historical background.	Continue to purchase the subscription to the SW heritage trust. This provides children with first-hand historical resources which support the curriculum alongside workshops and trips.	
Computing and technology resources are leased to ensure pupils have access to updated technology. The impact of this is that TEAMs classes have been set up, which were vital in providing our remote learning plan, including live teaching. Children having logins to their own system ensures that they learn using systems used in the outside world. Having up to date technology also ensures children can access the curriculum resources used and make progress across all subjects. It supports children with speech and writing difficulties to make the curriculum accessible to them.	Continue to support the curriculum with the latest up to date technology to support a curriculum for the modern world.	
Cheddon has a range of sporting extracurricular clubs which children can attend, however participation in music tuition is lower than we would like. Using Charanga and Sing Up has had an impact on pupil's engagement in music sessions. It has given them access to tuned and untuned instruments, however the uptake for private sessions is low. Disadvantaged children's uptake of extracurricular clubs is not as high as we would like.	School to source a range of music tutors. A plan needs to be in place to encourage more children to learn a musical instrument. Continue supporting the provision of sports clubs. Investigate an enrichment afternoon across the whole school. Implement in the spring term	
CPOMs is used to monitor safeguarding concerns, attendance, behaviour logs and SEN records. Impact of this is that safeguarding remains a high priority and all staff have been trained in an electronic system.	Continue to use CPOMs for tracking and monitoring. Continue to pay subscription and ensure all staff have up to date CPD on the system.	