

Pupil Premium Strategy Statement

Chewton Mendip CofE VA Primary 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 | 100 |
| Proportion (%) of pupil premium eligible pupils | 3% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025, 2026, 2027 |
| Date this statement was published | 20 th December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Clare Duggan |
| Pupil premium lead | Clare Duggan |
| Governor / Trustee lead | Claire Bloor |

Funding overview

| Detail | Amount |
|---|--------------|
| Pupil premium funding allocation this academic year | £7,275 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year | £7275 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, including our disadvantaged pupils make good progress in all areas of the curriculum. Attainment measures for all pupils is in line with national benchmarks.

Quality first teaching is at the focus of our work. We will support our disadvantaged pupils and their families through provision and resources that are targeted to meet their individual needs, including addressing poor attendance, wellbeing and engagement in school life including access to extracurricular activities.

Our current pupil premium strategy works towards achieving these objectives through the allocation of targeted resources and provision to support wellbeing, improve attendance and support engagement in learning.

The key principles of our strategy plan are to remove barriers to learning for all pupils including those who are disadvantaged so they can achieve well and meet their full potential. We do this through a range of strategies and support including quality first teaching, targeted intervention and support for both learning and to support emotional well-being, and through the effective deployment of resources.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | To diminish the difference in attendance between disadvantaged and non- disadvantaged pupils. (Social Factors and attendance) |
| 2 | Some gaps in learning across all subjects but particularly in writing. (Academic) |
| 3 | The impact on well-being, personal, social and mental health for pupils due to family circumstances. (Emotional) |

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 |
|---|---|
| Barriers to good attendance are identified and families are supported to overcome these. | The difference in attendance between disadvantaged and non-disadvantaged children is diminished. |
| To reduce the attainment gap between the school's disadvantaged pupils and others nationally. Children are learning in line with the key objectives for their year group. Gaps in learning are identified and addressed through quality first teaching and targeted intervention. | Achievement for all pupils is at least in line with national. |
| To support the well-being and SEMH needs of pupils. Concerns and worries are shared in a safe environment and are supported through effective strategies. | ELSA support for children identified as requiring support. Monitoring feedback shows the impact of intervention of identified children. Children are ready to learn. External support is sought promptly as required. |

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 (for example, CPD, recruitment and retention)

Budgeted cost: £3125

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Every child to receive Quality First Teaching within the classroom every day.</p> <ul style="list-style-type: none"> - High quality training for all staff. - Lesson observations and learning walks focus on feedback to improve. - Regular book moderations - CPD/coaching | EEF toolkit shows teaching delivered through mastery learning (+5 months) and high quality, feedback (+6 months) have significant impact. | 2 |

| | | |
|--|--|--|
| <p>- All staff trained on delivering the Little Wandles phonics scheme.</p> <p>Pupil progress meetings termly to identify those who need support and rapid intervention is put in place.</p> | | |
|--|--|--|

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

Budgeted cost: £650

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Intervention groups led by teaching assistants for Maths and English.</p> <p>Pre-teaching of concepts on 1:1 basis and small groups.</p> <p>Precision teaching</p> <p>1:1 Speech and language therapy</p> | <p>EEF toolkit shows</p> <p>1:1 tuition- high impact for moderate cost +5 months</p> <p>Small group- Moderate impact for low cost +4 months</p> <p>Teaching assistant intervention- Moderate impact for moderate cost +4 months</p> | 2 |

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

Budgeted cost: £3500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

| | | |
|---|---|-------|
| <p>Member of staff leading on attendance.</p> <p>Identifying those at risk of becoming persistent absentees.</p> <p>Work with parents and county to overcome barriers to poor attendance.</p> | <p>Parental engagement- Moderate impact for low cost +4 months</p> <p>Social and emotional learning- Moderate impact for low cost +4 months</p> | 1,2,3 |
| <p>Trained ELSAs work with identified children to improve wellbeing and engagement.</p> <p>Weekly 1:1 session</p> <p>Mentoring and 'check in sessions.</p> | <p>EEF toolkit</p> <p>Social and emotional learning- Moderate impact for low cost +4 months</p> | 1,3 |
| <p>Providing one additional extra-curricular activity each week for disadvantaged pupils</p> <p>(1:1 music tuition Sunflowers after school club Sports club Arts)</p> | <p>EEF toolkit</p> <p>Social and emotional learning +4 months.</p> <p>Arts participation- Moderate impact for low cost+4 months</p> | 1,2,3 |

Total budgeted cost: £7275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged children are supported in our school through a range of high quality interventions and resources. Our data shows that interventions in phonics, reading, writing and maths were impactful. 100% of our disadvantaged children passed the phonics screening in Year 1 in May 2023. There were no disadvantaged children taking the phonics screening in May 2024.

Overall, attendance of our Pupil Premium children was lower than the national average. New attendance monitoring systems are now fully in place with the initial impact being seen with our pupil premium families. This continued new approach and monitoring system shows signs of success. It has meant we are having those important conversations with parents and building relationships with families and supporting them right from the beginning to ensure the children are in school. The school is using the DFE attendance monitoring system and toolkit to support attendance. The school shares attendance data daily with the DFE.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health was impacted by external circumstances. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required mainly through ELSA sessions. We are building on this approach with the activities detailed in this plan. SEMH strategies continue to be a priority in the classroom with these needs being closely monitored. To develop self confidence in some of our pupils, we have provided 1:1 music tuition.

Regular termly and half-termly pupil progress meetings which discuss the progress and next steps of individual children are held with Senior leaders and class teachers. This also forms part of individual performance management. The school provides many enrichment opportunities free of charge for pupil premium children or heavily subsidised opportunities.