

DfE - Pupil premium strategy statement 2024



Inspiring a Lifetime Love of Learning

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
Number of pupils in school	School Roll- 40 Pre-school- 8
Proportion (%) of pupil premium eligible pupils (As of October 22 census) (As of October 23 census) (As of October 24 census)	5 pupils = 11% 13 pupils = 25% 8 pupils = 5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Newly reviewed in Dec 2022
Date this statement was published	31 December 2024
Date on which it will be reviewed	31 December 2025
Statement authorised by	Headteacher Chair of Governors / Pupil Premium governor
Pupil premium lead	C. Perry Headteacher
Governor / Trustee lead	J. Moller (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19240
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

<i>*Recovery premium received in the academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£19240

Breakdown for Current Academic Year:

Year Group	Total	FSM	Ever 6	Services	Adoption Premium	EYPP
Year 4	7	0	0	0	0	-
Year 3	10	3	0	0	0	-
Year 2	10	2	0	0	0	-
Year 1	6	2	0	0	0	-
Reception	5	1	0	0	0	-
Pre-School	8		0	0	0	1
Total (not including services)	48 (School Roll- 40 / Pre-school- 8)	8 =5% National Average-21%	0	0	0	1

Part A: Pupil premium strategy plan

Statement of intent

At Cheselbourne Village School we ensure all pupils have equal opportunity to learn and attain at least in line with their age related expectations. We will do this by providing high quality teaching for all children. There will be a focus on ensuring that the disadvantaged children keep up and not only catch up by having good basic skills including the ability to manage their own emotional well-being.

Challenges

1. Attainment:				
End of KS1- 2023-24 Cohort - 10	Pupils eligible for PP	Pupils not eligible for PP		
		School - Number	School - %	National
Expected Reading	3 / 3	9 / 10	90%	68%
Expected Writing	2 / 3	7 / 10	70%	60%
Expected Maths	3	7 / 10	70%	70%
Expected R/W/M	2 / 3	6 / 10	60%	61%
Greater Depth Reading	0	4/10	40%	-
Greater Depth Writing	0	2/10	20%	-
Greater Depth Maths	0	2/10	20%	-

	Cohort	Passed	Pupil Premium in Cohort	Pupil Premium in Cohort - PASSED
Y1 Phonics screening - 2023-24	10	10 - 100%	1	1 / 1

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

Challenge number	Detail of challenge
1	Emotional Literacy (<i>range of external factors impacting on child's resilience and self-esteem impacting on ability to learn</i>).
2	Attitude to Learning/ Raising Aspirations of disadvantaged pupils (<i>from preschool age to Y4</i>)
3	Parental support and engagement (<i>more difficult to liaise with on a day-to-day basis parents due to locality and children travelling to and from school by bus</i>)
4	Quality First Teaching (<i>in mixed-age classes, EYFS, 1/2 and Y3/4</i>)

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
<i>A . Children are supported, settled and have coping strategies so they are ready to learn which in turn enables them to achieve their targets and reach their potential.</i>	- It is obvious that children are happy in school, they show they are well-prepared to learn and feel they can rely on the support network around them if they feel they are not coping. - A strong focus on the whole class PSHE, learning about wellbeing and having the right environment to learn (particularly during friendship group work and in transition work in readiness for new year groups/class or move to middle school). - Jigsaw PSHE approach is evident throughout the whole school to support all children who are funded. Links to the school values through nurture. - An enhanced transition programme supports children in need of additional support moving to middle school or into another class. These children are identified early on and support is put in place early.

	• Children are able to talk about the strategies they employ for when they feel worried or anxious which enables them to take advantage of early support for their wellbeing and continued development of self-help strategies in this. • The value of 'Nurture' is foremost in support for children displaying needs around Emotional Literacy. Children are identified early on and have opportunities to be supported in this. Nurture programmes such as using animals for therapy/nurture support this. ELSA / Hamish and Milo Input: • Provide trained member of staff for ELSA and/or Hamish and Milo. Training includes regular attendance at ELSA/H&M supervision training. • Tracking shows children are 'on track' to achieve targets (ARE or above unless SEN child on individual progress line). • Responses to child, parent and teacher questionnaires show marked improvement in ability to cope with school/home and that issues requiring ELSA/H&M support (identified in baseline/entrance to ELSA/H&M questionnaire) have improved. • Children have developed resilience and ability to cope better with external issues impacting on their ability to achieve within school (issues are those identified at start of ELSA/H&M programme and evidence will be gained by exit from ELSA/H&M evaluation). • Liaising between Teacher and ELSA/H&M TA shows a clear programme of support is put in place and strategies are fed back to all staff so holistic approach to support across the school is maintained. • 1:1 ELSA/H&M sessions feed into the whole class PSHE (particularly during friendship group work and transition to new year/middle school phases).
<i>B. Children will engage in their learning and make good progress from starting points with the aspiration that they reach ARE or above in the current Year group.</i>	• Provide opportunities to support children accessing educational trips (including residential visits for Year 4 children) to expose them to inspirational learning experiences outside the classroom. • Children understand their 'next steps' and are supported to understand how these are to be achieved (additional child friendly document alongside ILPs, use of ladders to show progress made and gaps to cover.) Response to marking through purple pen shows this is understood and use of response to 'challenge' work supports children evidence their attainment (particularly for 'challenge' or 'support' children). • Achievements to be regularly shared with children by class teachers through verbal and written feedback.

	• Children's achievements are celebrated and shared with school and parents through certificates, parent meetings and Achievers Assemblies. • Data Analysis and action plans identify PP children and the plan for necessary targeted support. • Regular book scrutiny- 'Book Looks' (and planning monitoring by HT) shows PP children are identified and adequately supported. Weekly teacher meetings to have a standing item to 'check in' PP support and progress. • Middle leaders also scrutinise progress made and teaching support. • Gap between PP and non PP is reduced. • Attainment of GD learners is closely monitored and lack of progress (in preceding years) is addressed so children are on track with intended outcomes from ELG/AOE results. • Effective monitoring of Teaching and Learning by HT shows PP children are being supported to achieve. • Training needs for all staff to support SEN /PP children is identified through Performance Management and put in place. (SEN training needs are identified through the SEND information report.) • Regular small group, 1:1 support is put in place as part of class action plans. (1st Class at number CPD and sessions)
<i>C. All children (starting from pre-school) have high aspirations to achieve and therefore make progress in line with expectation.</i>	• All disadvantaged children are identified as soon after entry as possible. • Support available through Pupil Premium for disadvantaged children is clear and families are informed early how support can be obtained. Including for Pre-School children. • All PP children have support identified in PP Strategy and support is evident in all aspects of school planning (e.g. lessons plans, SEN intervention, Data Action Plans etc.). Programme of support instigated from as soon as they start inc. Pre-School. • Enhanced transition programme is put in place for all EYPP children and PP children moving on to Middle School. • Enhanced parental engagement (see below- D) put in place to support holistic approach for raising aspirations for all learners. • Progress made (inc. small steps of progress) is shared and celebrated to raise self-esteem from a positive sense of achievement. • Provide opportunities to support children accessing educational trips to expose them to inspirational learning experiences outside the classroom.

D. Parents of all PP children are supported in supporting their children achieve and make good progress in school.

- Develop methods for communicating with all parents (so as not to single out to harder to reach parents) using digital (email/social media Twitter and Facebook) as well as paper (bus books) methods.
- Ensure all parents and children understand the agreement between school and home in terms of home learning which is highly focused on areas where parents can support further learning at home inc. reading, spellings and times tables. Ensure this is monitored weekly.
- For children who are not reading or learning their spelling and times tables speak to and encouraged ways in which they could support further.
- Host events for parents (Phonics, Reading and Maths Workshops) on different days/times so parents may have more opportunity to attend at times more convenient to them.
- Monitor attendance at in school clubs and liaise with parents re. progress being made.
- Offer support for parents without technology to use equipment in school to do school admin eg. Ordering School Meals.
- Support with reading in school through teacher, TA and volunteer reading support (Dorset Reading Partners) to ensure all children are reading regularly.
- Use email and social media as well as Newsletters to advertise school events and prompt parental engagement.
- Ensure teachers/headteacher follows up when parents don't attend Parent Teacher Meetings or key events.

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: £7452.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSHE Jigsaw Curriculum Jigsaw cost: £400	Social and emotional learning Moderate impact for very low cost based on very limited evidence.   +4 Behaviour interventions Moderate impact for low cost based on limited evidence.   +4	1 2
<i>Accelerated Reader</i> Cost: £450	Homework High impact for very low cost based on very limited evidence.   +5 Reading comprehension strategies Very high impact for very low cost based on extensive evidence.   +6	4
<i>Increased TA support in key year groups</i>	When teaching assistants (TAs) effectively collaborate with teachers to provide high-quality supplementary learning support, emerging evidence indicates that they can significantly enhance pupil attainment. Research also highlights that TAs contribute to reducing classroom	2 4

	disruptions and give teachers more time to focus on teaching. In our school, we carefully allocate additional TAs to classes with the highest levels of SEND and pupil premium needs. Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 6472.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
H&M provision and training H&M - £13.05ph. 12-15.30 = £45.68 x 3 afternoons per week = £137.03 x 39 weeks in a school year = £5343.98 + 10 training afternoons = £413.40 Total= £5757.38	Social and emotional learning Moderate impact for very low cost based on very limited evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 Behaviour interventions Moderate impact for low cost based on limited evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	1

Boxall Profile Online assessment tool for social, emotional and behavioural difficulties. Training for all staff and cost of the online platform. £426	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 Social and emotional learning Moderate impact for very low cost based on very limited evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	3
Hamish and Milo Bath University project group 7 x afternoons of supervision 7 x £41.34 = £289.38	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 Social and emotional learning Moderate impact for very low cost based on very limited evidence £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4 Behaviour interventions Moderate impact for low cost based on limited evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4	1 3

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

Budgeted cost: £5315

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Educational Visits Visits cost last year: £200 Swimming costs: £30 per pupil £30 x 8 = £240 TOTAL = £440	Parental engagement Moderate impact for very low cost based on extensive evidence £ £ £ £ £ +4	3 4
Residential Trips (Hooke court etc) Half cost per pupil Hooke court cost per pupil: £177 x 0 Year 4 pupils = £0 £885 (50% of trip) = £442.50	Parental engagement Moderate impact for very low cost based on extensive evidence £ £ £ £ £ +4 Outdoor adventure learning Unclear impact for moderate cost based on insufficient evidence. £ £ £ £ £ -	3 4
Extended Schools access Breakfast and After-School Club BF club - £6 per session. £30pw BF per year = £1170 AS club - £6.50 per session. £32.50pw AS per year = £1267.50 2 pupils at breakfast club all year: £1170 x 2 = £2340 2 pupil at AS club half year each: £1267.50 x 2 = £2535	Parental engagement Moderate impact for very low cost based on extensive evidence £ £ £ £ £ +4	3 4

TOTAL: £4875		
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GRAND TOTAL budgeted cost: £19240

(Excess funds to be used from the Farmington Trust grant 2024)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

In the 2023-2024 academic year, our pupil premium activity continued to play a central role in fostering the well being, academic progress, and overall success of our pupils. Through strategic planning and thoughtful allocation of resources, we focused on key priorities including mental health, behaviour, and academic progress across the whole school.

A great milestone this year has been the progress and attainment of our pupils across all year groups, which we monitor closely. While we no longer administer KS1 SATs, we remain committed to tracking pupil progress throughout the school and celebrating their achievements in a variety of ways. This approach ensures that each pupil is supported in their learning journey, with targeted interventions where needed. One particular highlight has been our phonics results, with 100% of pupils achieving the expected standard.

The use of Accelerated Reader has been a fantastic addition to our teaching and learning approach. This tool has enabled us to capture detailed insights into pupils' reading progress. By providing a large amount of data, it enables teachers to make informed decisions, ensuring that each pupil is matched with books appropriate to their reading level. This targeted approach has not only improved reading fluency and comprehension but has also encouraged a love of reading among our pupils.

The emphasis on behaviour and mental health has been another factor of our pupil premium strategy this year. By offering tailored support through 1:1 and small group interventions, we have seen significant improvements in the overall well being and behaviour of our pupils. These targeted approaches have helped create a more inclusive school environment, where every child feels valued and supported. This focus on mental health and emotional resilience has not only benefited individual pupils but also strengthened our school community as a whole.

One of the strengths of our pupil premium strategy is the flexibility afforded by working with smaller pupil numbers. This enables us to personalise funding and interventions based on the unique needs of each pupil. For example, additional resources have been allocated to support literacy and numeracy, as well as initiatives to support affordability of after school clubs. By tailoring our approach, we ensure that all pupils, regardless of their starting points, have the opportunity to make meaningful progress.

This year, we have also prioritised the development of emotional and social literacy skills. Through carefully designed programs and activities, pupils have enhanced their self awareness, empathy, and communication abilities. These essential skills not only contribute to stronger interpersonal relationships but also have a direct impact on academic engagement and achievement. Our pupils are more confident and equipped to tackle challenges, both inside and outside the classroom.

Our pupil premium activity for 2023-2024 has demonstrated a positive impact on the development and nurture of our pupils. By focusing on academic progress, mental health, behaviour, emotional literacy, and innovative tools like Accelerated Reader, we have created an environment where every child has the opportunity to thrive. Our commitment to personalised, targeted support continues to drive positive outcomes, ensuring that all our pupils are equipped to succeed both now and in the future.

Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the **previous** academic year.*

Programme	Provider
PSHE Jigsaw	Jan Lever Group
Hamish and Milo	Bath University, https://hamishandmilo.org/
Renaissance Learning (Accelerated Reader)	Renaissance Learning
Hamish and Milo	Bath Research study

Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Our service pupil premium funding has been allocated to the particular need of a small number of pupils. We have considered the individual needs of this group and targeted the funding to core subject development, with a particular focus on challenges for this group. This is based on the attainment and progress of this group being at least good.

The impact of that spending on service pupil premium eligible pupils

The funding has enabled the support of this group academically. The future plan of this funding is to continue looking at the resources to support this small group of pupils, with a defined focus on Maths reasoning and comprehension. All our service children are working at ARE or greater depth in Reading, Writing, Maths and continue to make good progress. We have purchased reading comprehension and maths challenge resources to support a high achieving child to stretch them academically.

Further information

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