

DfE - Pupil premium strategy statement 2025



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- 41 Pre-school- 8
Proportion (%) of pupil premium eligible pupils (As of October 22 census) (As of October 23 census) (As of October 24 census) (As of October 25 census)	5 pupils = 11% 13 pupils = 25% 8 pupils = 5% 12 pupils = 29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Newly reviewed in December 2025
Date this statement was published	31 December 2025
Date on which it will be reviewed	31 December 2026
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	£12120
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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>	£0
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>	£12120

Breakdown for Current Academic Year:

Year Group	Total	FSM	Ever 6	Services	Adoption Premium	EYPP
Year 4	10	3	0	0	0	-
Year 3	9	2	0	0	0	-
Year 2	6	3	0	0	0	-
Year 1	7	1	0	0	0	-
Reception	9	3	0	0	0	-
Pre-School	8		0	0	0	1
Total (not including services)	49 (School Roll- 41 / Pre-school- 8)	12 = 29% National Average -21%	0	0	0	1

Part A: Pupil premium strategy plan

Statement of intent

At Cheselbourne Village School we are committed to ensuring that all pupils, including those eligible for pupil premium, have every opportunity to learn, achieve and thrive. We aim for every child to make strong progress academically and to develop confidence, resilience and emotional wellbeing. Our approach is rooted in high quality teaching for all, supported by targeted support where needed, so that disadvantaged pupils not only catch up but keep up with their peers.

We recognise that barriers to learning can take many forms, including gaps in basic skills, challenges with emotional regulation, and uneven access to wider experiences. To address these barriers we will:

- prioritise excellent teaching and learning across the school, ensuring all staff are confident and skilled in adapting lessons to meet learners' needs; research shows this is the most effective way to narrow attainment gaps.
- provide targeted support and interventions soon after needs are identified, so pupils do not fall behind;
- foster a supportive school environment where every child feels safe, respected and encouraged to take risks in their learning, in line with our core values of respect, challenge and nurture;
- strengthen pupils' emotional wellbeing and self-regulation so they can engage fully with learning and community life;
- ensure equal access to enrichment opportunities that broaden experiences and support the development of cultural capital.
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All staff and governors share responsibility for raising expectations and outcomes for disadvantaged pupils. Our pupil premium strategy is built on careful evaluation of pupil needs and evidence-informed approaches that are designed to have sustained, positive impact on learning and wellbeing.

Challenges

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. (I.e, The percentage of PP pupils meeting the Expected Standard in Phonics and KS1 SATs (internal tracking) is at least in line with national non-disadvantaged averages) • 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: £1704.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSHE Jigsaw Curriculum Jigsaw cost: £480	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: £ 4692.44

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 2 afternoons per week = £91.36 x 39 weeks in a school year = £3563.04.04 + 10 training afternoons = £413.40 Total= £3976.44	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 = £290	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: £5723

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Visits Visits cost yearly: £200 Swimming costs: £30 per pupil £30 x 12 = £360 TOTAL = £560	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: £192 192 x 3 Year 4 pupils = £576 £576 (50% of trip) = £288	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	Parental engagement Moderate impact for very low cost based on extensive evidence £ £ £ £ £ £ £ £ £ £ +4	3 4

2 pupils at breakfast club all year: £1170 x 2 = £2340 2 pupil at AS club half year each: £1267.50 x 2 = £2535 TOTAL: £4875		
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GRAND TOTAL budgeted cost: £12120

(Excess funds to be used from the Farmington Trust grant 2025)

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 2024 to 2025 academic year.

Throughout the 2024 to 2025 academic year, pupil premium funding has been used purposefully to support both learning and wellbeing across the school. Our focus has been on removing barriers early, strengthening classroom practice and ensuring that pupils feel emotionally secure and ready to learn. This work has underpinned improvements in behaviour, engagement and academic outcomes for all pupils, including those eligible for pupil premium.

Progress across the school continues to be a real strength. Although formal KS1 assessments are no longer in place, we track pupils' learning carefully from their starting points and use this information to guide teaching and support. This approach allows us to respond quickly where gaps emerge and to recognise success regularly. Phonics outcomes have been particularly strong, with all pupils meeting the expected standard, reflecting consistent teaching and effective intervention.

Reading has been a key priority this year. The introduction of Accelerated Reader has strengthened our understanding of pupils' reading habits and progress, giving staff clear, reliable information to support next steps. Teachers are now able to match pupils more precisely to texts that challenge and motivate them. As a result, pupils are reading more widely, with improvements seen in fluency, comprehension and confidence.

Supporting pupils' emotional wellbeing has remained central to our work. Targeted one to one and small group support has helped pupils to develop strategies for managing emotions and behaviour, leading to a calmer learning environment and improved relationships. This focus has had a positive impact not only on individual pupils but on the wider life of the school, reinforcing a culture where children feel safe, understood and supported.

As a small school, we are able to use pupil premium funding flexibly and responsively. Smaller numbers allow us to tailor support closely to individual needs, whether through additional academic resources, focused intervention or ensuring access to enrichment opportunities such as after school clubs. This personalised approach ensures that funding has a direct and meaningful impact on pupils' experiences and outcomes.

Alongside academic support, we have placed increased emphasis on developing pupils' social and emotional skills. Through planned opportunities within the curriculum and wider school life, pupils are building self awareness, empathy and

communication skills. These qualities support positive behaviour, stronger relationships and increased engagement with learning.

Overall, pupil premium funding in 2024 to 2025 has been used effectively to support progress, wellbeing and personal development. By combining high quality teaching with targeted support and a strong focus on emotional wellbeing, we continue to create a school environment where every child is supported to achieve well and grow in confidence.

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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