

# Pupil premium strategy statement – Cheddington Combined School

## School overview

Detail	Data
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	14.4%
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> )	2024-2025 <b>2025-2026</b> 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Gilly Brown
Pupil premium lead	Charlie Claridge
Governor / Trustee lead	Richard Cato

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 39,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	N/A

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objectives for our disadvantaged children are that, irrespective of their background or the challenges they are faced with, they hold the same aspirations, make the same amount of progress and are able to share the same life experiences as their more privileged peers. In addition to this, by knowing our students we can focus on individual outcomes ensuring our high attainers are equally supported in order for them to achieve their goals.

We will achieve our objectives by being responsive to common challenges and individual needs that are rooted in assessment not assumption. To ensure they are effective we will:

- Remove barriers that may be caused by poverty, family circumstance or background.
- Ensure all children make progress across the curriculum, including those who are already high attainers.
- Narrow the attainment gap between disadvantaged and non-disadvantaged children from both a within-school comparison and a national comparison.
- Encourage independence of working and resilience in the face of challenge, promoting strategies that support this.
- Encourage emotional awareness and ensure children have access to the strategies they require.
- Foster positive relationships with all members of our community, particularly those from a disadvantaged background, creating partnerships.
- Offer and support pupils and their families to overcome barriers of multiple disadvantages that can make it difficult to access opportunities offered by the school which includes access to the full and extended curriculum.

### In order to achieve our aims, we:

- Provide quality-first teaching with staff undertaking regular, continued professional development to ensure this continues.
- Assess children at regular intervals. Data is reviewed and analysed to ensure progress is monitored and that learning remains challenging and accessible for all.
- Provide additional learning programmes to address areas of learning insecurity which are facilitated by qualified members of staff. These areas are usually centred around English writing, reading, GPS (grammar, punctuation and

spelling), and maths, and can support learning from other areas of the curriculum. These can be in small groups or on a one-to-one basis depending on need.

- Hold regular progress meetings between the teaching staff, SENDCo, Deputy Headteacher and Headteacher to ensure all pupils are being offered tools to support learning and ensure progress is being made.
- Offer regular meetings with parents and carers to discuss aspirations, challenges and successes both in and out of school, with additional meetings set for families from disadvantaged backgrounds.
- Provide some children with the necessary tools that enable them to access the full curriculum e.g., trips and visits, uniform - including PE kits - and stationery.
- Disadvantaged children are offered the opportunity to access extra-curricular activities and clubs.
- Children may be assisted in class by additional adults who are deployed where the need is greatest.
- Provide access to Emotional Literacy Support Assistants where required to assist in creating strategies to support self-awareness and communication skills. As well as, when needed, other forms of therapy.

## Challenges

Challenge number	Detail of challenge
1	Our assessments, observations and discussions highlight lower attainment in the core areas (Reading, Writing & Maths) are much more prevalent among our disadvantaged children and those that are not only disadvantaged but who are also on our SEN register (Cheddington identifies these pupils as VIPs). This is evident from Reception through to KS2
2	Observations and discussions with pupils, evidence that a number of our disadvantaged pupils have limited experiences beyond their immediate environment. This can impact pupils' understanding of elements of the curriculum. Life experiences and access to enrichment experiences such as trips, the Arts and participating in clubs and physical activities affect learning connections, oral language and verbal and non-verbal social communication.
3	Observations and staff voice have provided evidence that the well-being of many of our disadvantaged pupils is a concern. This has resulted in more significant wellbeing / pastoral and mental health needs. Low self-esteem, confidence and resilience brings about low aspirations.
4	Our attendance data indicates that on average our attendance among disadvantaged pupils is 6% lower than for non-disadvantaged pupils. This has improved as previously the gap was 8%.

## Intended outcomes for our disadvantaged children

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
To achieve and sustain improved % of children working at age related expectations for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>In school tracking data (Insight) and end of Key Stage assessments will show an increase in the number of children working at age related expectation year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Sustained high levels of wellbeing / mental health from 2025/26 demonstrated by:</li> <li>Qualitative data from pupil voice, pupil surveys and teacher observations</li> <li>A reduction in the number of wellbeing / mental health concerns raised by parents and staff.</li> <li>Evidenced by DSL, CIN and wellbeing team meetings.</li> <li>Observations of children's engagement in learning</li> </ul>
To provide quality cultural, social and childhood experiences for all disadvantaged pupils in and out of school with access to enrichment experiences.	<ul style="list-style-type: none"> <li>Cultural capital experiences (clubs, residentials, visits and visitors included) are planned and embedded in our curriculum. A wide range of free extracurricular activities are available to all pupils.</li> </ul>
To improve attendance for pupil premium children and reduce persistent absences.	<ul style="list-style-type: none"> <li>Attendance data indicates that the gap compared to national attendance closes year on year.</li> </ul>

## 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

**Budgeted cost: £ 6,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued subscription for Monster Phonics resources and online systems, a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Training for staff on first quality teaching. Looking into working memory to long term memory.	Quality first teaching will improve the experience for all our pupils but especially those eligible for pupil premium funding and also on our SEN register (VIPs). <a href="https://www.deansforimpact.org/files/assets/thescienceoflearning.pdf">https://www.deansforimpact.org/files/assets/thescienceoflearning.pdf</a>	1,2,3
Training focused on improving wellbeing within the classroom.	Improving children's Personal Social Emotional Development (PSED) allows children from disadvantaged backgrounds to improve their social skills which increases their engagement in learning. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_childrens_mental_health_and_wellbeing_in_the_early_years.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_childrens_mental_health_and_wellbeing_in_the_early_years.pdf</a>	1,2,3
Ensuring funding is used to subsidise training for staff across the curriculum to ensure up to date pedagogical approaches are used.	Quality first teaching is the most powerful tool we have to close the disadvantage gap. This alongside researched specific pedagogies will be used across key stages. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	1,2,3,4

## Targeted academic support

Budgeted cost: £28,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading – We will ensure all our PP are read with daily.</p>	<p>Ensuring our disadvantaged students have the opportunity to read daily will allow them to improve their reading fluency. This reduces cognitive load and allows them to improve their comprehension as they do not have to focus on word recognition as much. Therefore, they are able to learn comprehension strategies to help improve their understanding of a text. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,4
<p>Tuition – 1:1 and small group.</p>	<p>Small group tuition has been shown to have an impact of four additional months on children’s learning. To ensure it is most effective, sessions are tailored to pupils’ specific needs. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,4
<p>Half term pupil progress report for PP children.</p>	<p>To ensure all children’s gaps are the focus of interventions and how we spend the Pupil Premium Grant, regular meetings will be held to ensure progress is tracked. This will also allow interventions to be changed if needed.</p>	1,2,3,4
<p>Training for support staff to ensure they are able to deliver interventions and in class support effectively.</p>	<p>It is well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils. Moreover, teachers will also be providing interventions. This ensures that our most vulnerable children receive support from our most experienced and most trained staff. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,4

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

Budgeted cost: £5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ trained Child Counsellors for targeted play therapy in school as well as a wellbeing officer to lead and support pastoral needs of children in school and help to engage families in their child's education.	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): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,2,4
Sensory circuits to encourage a transition into school for children who require it. Sensory circuits will also be used to support children who require help with regulating their feelings.	Considering a holistic approach in addressing attendance is incredibly important. The approach of support for each family needs to be bespoke. <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>	2,4
To have support from external agencies to support individual needs including school nurse, SaLT, EP etc..	Using the support of external professionals means that the needs of children can be more easily identified and supported. It also means that children can get the consistent, same support over an academic year and this support is more appropriately and effectively trained.	1,3,4
Payment of extra-curricular clubs and activities for disadvantaged pupils e.g. residential trips, after and before school clubs linked to curriculum enhancement.	There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	1,2,3,4
Monitoring attendance to identify areas where support is required. SLT to work with families to overcome barriers.	Monitoring attendance and working alongside families is an effective way to improve attendance.	4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>	
<i>Contingency fund for acute issues.</i>	<i>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</i>	1,2,3,4

**Total budgeted cost: £39,700**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

*Phonics assessment – Year 1: Percentage of children who passed the Phonic Screening Check: Cohort 83 %, PP 50%*

*Year 6 KS2 SATs – Percentage of PP children who were expected or above in Summer 2025:*

*Reading: 33%*

*Maths: 66%*

*Writing: 33%*

*Formative data shows that our disadvantaged children are making progress compared to our non-disadvantaged children but there is still work to do to ensure the gap becomes smaller across all core subjects.*

*Teacher voice surveys also show that the wellbeing of our disadvantaged children is still a barrier to learning. Current provisions in place have helped decrease this barrier, however, we still need to invest in strategies to help improve the wellbeing of our disadvantaged children.*

*The school remains committed to improving the attendance of our disadvantaged pupils. We will continue to work with parents and ensure funding continues to be spent on increasing attendance.*

*Our after-school clubs have seen an increase in attendance this year. Children in receipt of Pupil Premium funding are offered spaces in these clubs. Moreover, external visits were funded for our disadvantaged pupils to support access to wider experiences and personal development, providing the opportunity of equity of experience.*

## 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
Testbase	Testbase
TTRockstars	TTRockstars
Spelling Shed	Spelling Shed
Literacy shed Plus	Literacy Shed
White Rose Maths	White Rose
Widgit	Widget
Cornerstones	Cornerstones
Reading Gladiators	Reading Gladiators
Letter Join	Letter Join

## Service pupil premium funding (optional)

<i>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></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A