

Pupil premium strategy statement – Chilthorne Domer Church School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	146
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nichola Chesterton
Pupil premium lead	Nichola Chesterton
Governor / Trustee lead	Linda Bickerton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (incl Recov Premium)	£29,700 + £1,341
Pupil premium funding carried forward from previous years (incl Recov Premium)	£12,750 + £412
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>	£44,203

Part A: Pupil premium strategy plan

Statement of intent

Our overall aims of your pupil premium strategy is:

- To raise the in-school attainment of both disadvantaged pupils and their peers
- To provide an inclusive education that is accessible to all regardless of their circumstances and background.
- To offer meticulous pastoral care is necessary to assist our most vulnerable pupils, irrespective of whether they are disadvantaged or not, in overcoming social, emotional and behavioural barriers to success.

What has worked well:

- The use of the PP budget to pay towards employing and training our ELSAs which has a marked impact on the wellbeing of our pupils.
- Trip, uniform and wrap around care subsidies enables all children to be able to access a broad and balanced curriculum without worry and enable them to have a calm, start and end to the day with food as correct uniform necessary.
- The continuation of Forest School for our disadvantaged pupils has had a positive impact on the wellbeing of the pupils whilst given a safe environment to discuss and explore feelings.

The core approaches that are currently implemented and how these will contribute to closing gaps:

- By enabling children to attend our wrap around care clubs, they are accessing daily reading which may not otherwise be supported at home – this has a positive impact on their academic ability and ensures consistency both in and outside the classroom.
- Some Teacher, SENDCo and TA intervention time is subsidised using PP money which enables high quality 1:1 and small group early intervention for all of our vulnerable children – this is led by teachers and teaching assistants.
- ELSA, Thrive and Forest School are supporting our pastoral care and is increasing children's self-belief, confidence, learning capacity, enthusiasm, communication and problem solving skills as well as emotional well-being
- SENDCo time is being well used to support disadvantaged children and their families in accessing the right interventions, support and assessment.
- Contribution to staff CPD to enable all staff to be upskilled in the specific needs of our most vulnerable children enabling more timely and accurate support
- PFSA time is being prioritised for Pupil Premium families with a focus on wellbeing and attendance including barriers associated with poor mental or physical health, social barriers and barriers arising from a pupil's home environment and personal circumstances.

Challenges

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

Challenge number	Detail of challenge
1	2027 and 2026 Leavers (now Years 4 and 5) missed a large chunk of their early years/KS1 due to the COVID-19 lockdowns (and teacher changes in Y1/2 for the current Y5)

2	A number of the children are subject to social emotional factors that are having an impact on their academic outcomes.
3	Attendance of children including Pupil Premium children, including lateness is having a detrimental impact on some children
4	The baseline data from reception shows that some children are starting from a lower point and therefore have bigger gaps to close
5	Children who transfer to us in year almost always have an additional need in at least one area and are not working at age related expectations alongside their new peers.

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
1. Accelerated progress for pupils and intervention in Year 4 and Year 5 will ensure they meet Age Related Expectations.	- Pupils in Years 4 and 5 make accelerated progress to close the gaps - More pupils in Year 4 and 5 achieve expected standard by the end of Year 6
2. To ensure that all children are supported and mentally well both in and out of school.	- Children have access to emotional support in school and the ability to raise and discuss concerns. - Observations show that children are more confident to communicate and work with others about their needs. - Outcomes of work with the PFSA and within interventions show that children/families are progressing in the right direction.
3. Children's attendance is 95% or better allow children the best possible chances of success. All PP children are in school every day and on time.	Children to be in school every day and on time Children's attendance to be above 95%
4. For children to finish their EYFS year with a Good Level of Development.	The % of GLD will be at least inline with national averages
5. Gaps for in year admissions are identified and plugged quickly.	Children new to our school achieve expected standard by the end of their time with us.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 9,879

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)	The government acknowledges that 'Teachers' professional development is crucial to a high-quality education system. [footnote 1] When teachers, as learners themselves, base their everyday practice on an updated, coherent and integrated professional knowledge base, this can lead to improvements in pupils' learning outcomes. [footnote 2] '	1, 4, 5
Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment: • <i>Doodle Maths</i> • <i>Lightening Squad</i> • <i>NELI</i>	Falmouth University conducted a study in to Advantages of technology in Education and state 'In summary, advantages of using technology in education include enhanced flexibility for students, which includes access to a wide range of resources, an environment conducive to personalised learning, and a supportive environment that fosters collaboration among peers.'	1, 4, 5

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

Budgeted cost: £ 14,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to be able to offer Forest School, gardening and ELSA. Priority for Service children at Forest School followed by EYFS and SEND. Children will access gardening or forest	Research backs up what Forest School practitioners have known all along – that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem solving skills as well as emotional well-being.	1, 2, 3, 4, 5

school once they have finished their block of ELSA.		
Targeted interventions to support language development, literacy and numeracy interventions and resources to meet the specific needs of disadvantaged pupils with SEND • <i>Doodle Maths</i> • <i>Lightening Squad</i> • <i>NELI</i>	The EEF states that the average impact of targeted interventions is an additional 4-6 months progress. There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.	1, 2, 3, 4, 5
Extended school time, including for summer schools • Booster groups after school: ○ Year 4 Multiplication ○ Year 5 and 6 maths/reading?	EEF have found that 'Programmes that extend school time have a positive impact on average' it also stated that 'Programmes that extend school time have a positive impact on average but are expensive and may not be cost-effective for schools to implement. Schools will also need to consider the workload and wellbeing of their staff.' EEF continue to say 'The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.'	1,5

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

Budgeted cost: £ 8,762

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs : To provide ELSA support for all children	Children need to have the time with a trained ELSA to listen and support them with individual strategies to cope with anger management, social skills, building relationships with peers, building relationships with adults in their lives at school and at home.	2, 3, 5
Supporting attendance : PFSA time to support families around punctuality and attendance.	Using Pupil Premium: Guidance for school Leaders says 'Excellent pupil attendance at school is important for children's wellbeing, safety and long term development.' Research shows that pupils who miss more school have lower attainment on average, so this extra absence may have contributed to the widening attainment gap. Controlling for prior attainment	1, 2, 3, 4 and 5

	(KS2) and pupil traits, analysis of schools' 2013/14 cohort found that each additional half day of absence reduced the likelihood of achieving 5A*-C grades at GCSE by 1.8 per cent.	
Extra-curricular activities: Reduced costs for residential trips, educational visits, swimming and school clubs	Research finds that children that children from the most disadvantaged households benefit from significantly more spending on extra-curricular activities than their peers. EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5 months	2, 3
Breakfast clubs and meal provision	The Education Hub state 'Breakfast clubs can improve children's readiness to learn, increase concentration, and improve wellbeing and behaviour'	2, 3
Supporting pupils' social, emotional and behavioural needs: SENDCo	The EEF state 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1, 2, 3, 4, 5
Communicating with and supporting parents: PFSA and SENDCo assistant	An increase in the complexity of children's needs means that the school has had to increase SENDCo support available to both children and families.	1, 2, 3, 4

Total budgeted cost: £ 33,321

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All children in school access Forest School for at least half a term a year. This is having a positive impact on team work, social skills and the general well being of our pupils.

ELSA continues to have a positive impact on all children that access it in school. Children feel safe and listened to and have strategies they are able to utilise in more challenging situations.

The SENDCo and SENDCo assistant have had a positive impact on the provision available for all children including PP children.

Reduced costs for residential trips, educational visits, swimming and school clubs and have enabled all Pupil Premium children to access anything they have been offered. Breakfast club subsidies have improved the attendance for some PP children.

FFT Lightening squad improved the outcomes in reading for some PP children

2023 teacher assessment shows that there is an upward trend in EYFS, phonics and multiplication check data. Year 6 data was improved on from the previous year but data here is still below national averages.

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
Lightening Squad	FFT
NELI	Nuffield
Doodle Maths	Doodle Learning by Discovery Education

Service pupil premium funding (optional)

*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***

ELSA provision

Forest School

Service specific books, furniture and display resources for a dedicated library area

The impact of that spending on service pupil premium eligible pupils

Children able to access 1:1 time with a qualified ELSA at times of parental deployment – it's enabled children to talk and work through emotions.

Forest School has given children an alternative environment in which to talk about their worries/concerns and develops a feeling of belonging within a small, specific group of like-minded people.

We now have a dedicated book corner which is accessible to all called 'Same love, different family' which is inclusive of children whose family dynamic is different.