

# Pupil premium strategy statement – South Tawton Primary 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                                                                                                                                                       | 159                                        |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 13.2%                                      |
| 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> ) | 2025-2026<br><b>2026-2027</b><br>2027-2028 |
| Date this statement was published                                                                                                                                                | September 2025<br>Reviewed Sept. 2026      |
| Date on which it will be reviewed                                                                                                                                                | September 2028                             |
| Statement authorised by                                                                                                                                                          | Emma Goodwin,<br>Headteacher               |
| Pupil premium lead                                                                                                                                                               | Emma Goodwin                               |
| Governor / Trustee lead                                                                                                                                                          | Emma Neath                                 |

## Funding overview

| Detail                                                                                                                                                                             | Amount  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                                | £34,100 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)                                                                                          | £0      |
| <b>Total budget for this academic year</b><br><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> | £34,100 |

# Part A: Pupil premium strategy plan

## Statement of intent

At South Tawton Primary School, we have high aspirations for every pupil, regardless of their background, circumstances or the challenges they may face. We believe that all children deserve an equal opportunity to thrive and achieve their full potential, and we are committed to ensuring that disadvantage does not become a barrier to success.

Evidence shows that pupils from disadvantaged backgrounds can face a range of barriers which may affect attendance, wellbeing, engagement and academic attainment. Through our Pupil Premium Strategy, we aim to reduce the disadvantage gap and ensure that all pupils have access to the support, opportunities and experiences they need to flourish both academically and personally.

High-quality teaching is at the heart of our approach because evidence demonstrates that it has the greatest impact on improving outcomes for disadvantaged pupils while benefiting all learners. Alongside quality-first teaching, we provide targeted academic support to address identified learning needs and ensure that pupils make strong progress across the curriculum.

We also recognise the importance of wider strategies in supporting pupils' success. We work proactively to promote good attendance, positive wellbeing, confidence and readiness to learn. Through enrichment opportunities, educational visits and wider curricular experiences, we seek to broaden pupils' horizons and strengthen their engagement with learning.

We understand that families may experience financial or other challenges that can affect a child's educational experience. Therefore, we use Pupil Premium funding thoughtfully and responsively, including providing financial support where appropriate to ensure equitable access to learning opportunities. Through strong relationships with pupils and families, we take a relational and inclusive approach that enables every child to feel valued, supported and able to succeed.

## Challenges

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

| Challenge number | Detail of challenge                                                                |
|------------------|------------------------------------------------------------------------------------|
| 1                | Gaps in learning and progress between disadvantaged and non-disadvantaged children |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |       |      |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------|------------|--|-----|----|-----|--|-----|-----|-----|--|------|-----|-----|---------|-----|----|-------|-----|------|---------|-----|----|----------|-----|----|-----|--|-----|-----|-----|---------|-------|-----|---------|-------|-----|-------|-------|-----|----------|-------|-----|
|            | Data Summer 2025:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |      |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
|            | <table><tr><td colspan="2">Year Group</td><td>All</td><td>PP</td></tr><tr><td colspan="2">GLD</td><td>76%</td><td>50%</td></tr><tr><td colspan="2">PSC</td><td>100%</td><td>n/a</td></tr><tr><td rowspan="4">KS1</td><td>Writing</td><td>63%</td><td>0%</td></tr><tr><td>Maths</td><td>84%</td><td>100%</td></tr><tr><td>Reading</td><td>79%</td><td>0%</td></tr><tr><td>Combined</td><td>47%</td><td>0%</td></tr><tr><td>MTC</td><td></td><td>65%</td><td>60%</td></tr><tr><td rowspan="4">KS2</td><td>Writing</td><td>65.4%</td><td>25%</td></tr><tr><td>Reading</td><td>80.8%</td><td>50%</td></tr><tr><td>Maths</td><td>65.4%</td><td>50%</td></tr><tr><td>Combined</td><td>57.7%</td><td>25%</td></tr></table> |       |      | Year Group |  | All | PP | GLD |  | 76% | 50% | PSC |  | 100% | n/a | KS1 | Writing | 63% | 0% | Maths | 84% | 100% | Reading | 79% | 0% | Combined | 47% | 0% | MTC |  | 65% | 60% | KS2 | Writing | 65.4% | 25% | Reading | 80.8% | 50% | Maths | 65.4% | 50% | Combined | 57.7% | 25% |
| Year Group |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | All   | PP   |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
| GLD        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 76%   | 50%  |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
| PSC        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 100%  | n/a  |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
| KS1        | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 63%   | 0%   |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
|            | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 84%   | 100% |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
|            | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 79%   | 0%   |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
|            | Combined                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 47%   | 0%   |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
| MTC        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 65%   | 60%  |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
| KS2        | Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 65.4% | 25%  |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
|            | Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 80.8% | 50%  |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
|            | Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 65.4% | 50%  |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
|            | Combined                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 57.7% | 25%  |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
| 2          | Mental health and wellbeing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |       |      |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
| 3          | Access to wider opportunities and enrichment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |       |      |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |
| 4          | Attendance and punctuality for disadvantaged pupils<br>2025-2026 all pupils 95.73%; disadvantaged 93.03%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |       |      |            |  |     |    |     |  |     |     |     |  |      |     |     |         |     |    |       |     |      |         |     |    |          |     |    |     |  |     |     |     |         |       |     |         |       |     |       |       |     |          |       |     |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Close gaps in learning between disadvantaged and non-disadvantaged children. | <p>Relational practice from all staff ensures pupils feel psychologically safe, valued and ready to learn. Pupils develop positive learner identities and high aspirations for themselves.</p> <p>A whole-school focus on positive learning behaviours promotes attention, resilience and independence. Our behaviour curriculum makes effective learning behaviours explicit to pupils and families.</p> <p>High-quality teaching remains the primary driver for improving outcomes for disadvantaged pupils. Staff adapt teaching through evidence-informed approaches and responsive assessment to meet pupils' needs.</p> <p>Read Write Inc., including Fresh Start in Key Stage 2, is used to secure phonics knowledge and early reading skills where gaps are identified.</p> <p>Lexia is used to provide targeted support for pupils working below age-related expectations in reading.</p> <p>Pre-teaching and post-teaching are used strategically to increase curriculum access, address misconceptions and secure learning.</p> |

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|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                             | <p>A consistent whole-school focus on reading, vocabulary development and oracy enables pupils to access the wider curriculum and communicate with confidence.</p> <p>Teachers explicitly teach metacognitive and self-regulation strategies so pupils develop independence and confidence as learners.</p> <p>The School Development Plan details curriculum-specific scaffolds and adaptive teaching strategies which support disadvantaged pupils to make strong progress.</p> <p>Staff professional development focuses on evidence-informed practice, ensuring teaching is continually refined to improve outcomes for disadvantaged pupils.</p> <p>Attendance is monitored closely and barriers to attendance are addressed quickly through effective partnership working with families.</p> <p>Strong home-school relationships enable families to engage positively with learning and ensure support is tailored to individual needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Staff have tools to promote positive mental health and well being in pupils | <p>Disadvantaged pupils demonstrate improved self-regulation, emotional wellbeing and engagement with learning. Attendance and readiness to learn improve, and pupils report feeling safe, supported and valued within the school community.</p> <p>A trained Mental Health Champion coordinates whole-school approaches to wellbeing and supports staff in identifying and responding to pupils' needs.</p> <p>Pupil wellbeing is monitored regularly, enabling early identification of barriers to learning and timely access to support.</p> <p>Targeted interventions are provided where appropriate, including partnership working with Devon's Mental Health Support Team and Neurodiversity Navigators.</p> <p>Staff promote positive mental health, emotional literacy and resilience through all aspects of school life and the curriculum.</p> <p>All staff are trained in trauma-informed and relational practice to ensure pupils experience consistent, supportive and nurturing interactions.</p> <p>Staff professional development includes adverse childhood experiences (ACEs), attachment, neuroscience and child development, enabling a deeper understanding of pupil needs.</p> <p>Relational Support Plans are developed, implemented and reviewed for pupils requiring additional support, ensuring a coordinated and personalised approach.</p> <p>Zones of Regulation are embedded across the school, enabling pupils to recognise, understand and regulate their emotions effectively.</p> <p>Strong relationships with families support pupil wellbeing and provide a joined-up approach to meeting individual needs.</p> <p>Pupils develop increasing self-regulation, resilience and confidence, enabling them to engage successfully with learning and school life.</p> |

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|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>All pupils have access to a wide range of activities to build cultural capital</p> | <p>Increased participation rates of disadvantaged pupils in clubs, trips, visits, residential and enrichment activities.</p> <p>Disadvantaged pupils are well represented in leadership and pupil responsibility roles across the school.</p> <p>Pupils demonstrate increased confidence, aspiration and engagement through pupil voice and teacher observations.</p> <p>Sustained high levels of wellbeing evidenced through:</p> <ul style="list-style-type: none"> <li>- qualitative feedback from pupil voice, parent surveys and staff observations;</li> <li>- a significant reduction in playground disputes and behaviour incidents;</li> <li>- a significant increase in participation in enrichment opportunities, particularly amongst disadvantaged pupils.</li> </ul> <p>Disadvantaged pupils report feeling included, valued and able to access the same opportunities as their peers.</p> <p>Improved cultural awareness, resilience and social skills demonstrated through participation and pupil outcomes.</p>                                                                             |
| <p>Raise standards of attendance for pupil premium pupils</p>                         | <p>Attendance data demonstrates an increase in the percentage of disadvantaged pupils achieving the Trust attendance target of 97%.</p> <p>The gap between the attendance of disadvantaged pupils and their peers continues to narrow.</p> <p>Persistent absence rates for disadvantaged pupils reduce over time.</p> <p>Lateness decreases and punctuality improves across the disadvantaged pupil group.</p> <p>Attendance support plans are implemented promptly and demonstrate measurable improvements in attendance.</p> <p>Pupils report feeling safe, supported and connected to school through pupil voice activities.</p> <p>Strong, positive relationships are evident between pupils, families and school staff.</p> <p>Parents/carers report that communication with school is positive, responsive and supports improved attendance.</p> <p>Staff observations and wellbeing data indicate that disadvantaged pupils are engaged in learning and school life.</p> <p>Improved attendance contributes to stronger participation, achievement and overall outcomes for disadvantaged pupils.</p> |

## 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: £ 12,000

| Activity                                                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Continue to develop high quality first teaching focused on language development, feedback, and metacognition.                                                                                         | <p>EEF guidance on metacognition recommends teachers explicitly model thinking processes and teach strategies for planning, monitoring and evaluating learning. Metacognitive approaches are associated with high impact for low cost. The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds</p> <p>EEF: Teaching and Learning Toolkit</p> <p>EEF: Effective Professional Development</p> <p>Cognitive Science Review</p> <p>EEF: Growing apart – The evolution of the disadvantage gap</p> <p>EEF: Metacognition and Self-Regulated Learning (+8 months progress).</p> <p>EEF: Oral Language Interventions (strong impact for disadvantaged pupils).</p> <p>EEF: Improving Literacy in KS1 and KS2.</p> <p>Rosenshine's Principles of Instruction (widely recognised evidence base for explicit instruction, modelling and practice).</p> | 1                             |
| CPD for teachers, with the focus primarily on writing, to enable high quality learning for all. Embedding of transcription across the school to enable working memory to be freed during composition. | <p>EEF Guidance: Improving Mathematics (KS1/KS2)</p> <p>EEF: Preparing for Literacy</p> <p>EEF: Improving Literacy (KS1/KS2)</p> <p>DfE: The Writing Framework; The Reading Framework</p> <p>EEF: Improving Literacy in Key Stage 2.</p> <p>The Writing Revolution (Hochman &amp; Wexler), supporting sentence-level instruction and explicit teaching of writing.</p> <p>EEF Metacognition Guidance, particularly self-regulation approaches shown to improve writing outcomes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                        | 1                             |

|                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|                                                                                                                                                                                           | Effective professional development is most successful when it builds knowledge, motivates staff, develops teaching techniques and embeds practice over time.                                                                                                                                                                                                                                                                                                                                                                                            |   |
| Use of Sonar, maths.co.uk, spag.com and Lexia to track children's progress in knowledge, skills and understanding in order to identify gaps and misconceptions, which are then addressed. | <p>EEF: Teacher Feedback to Improve Pupil Learning</p> <p>EEF: Assessment through responsive teaching</p> <p>EEF: Using Digital Technology to Improve Learning (technology is most effective when supporting feedback, assessment and practice rather than replacing teaching).</p> <p>The EEF identifies feedback as one of the most effective approaches for improving pupil attainment when it is specific, actionable and used to adapt future teaching.</p>                                                                                        | 1 |
| Develop pupils' vocabulary, language comprehension and disciplinary literacy across all subjects through explicit vocabulary instruction, structured talk and reading-rich classrooms.    | <p>Disadvantaged pupils are more likely to have lower language levels on entry. The EEF identifies oral language interventions and disciplinary literacy as highly effective approaches for improving attainment and accessing the curriculum.</p>                                                                                                                                                                                                                                                                                                      | 1 |
| Explicit teaching of vocabulary and regular retrieval.                                                                                                                                    | <p>Oral language interventions have a high impact on attainment, particularly for disadvantaged pupils, with an average of around six months' additional progress. Vocabulary instruction is identified as a key component of effective literacy teaching.</p> <p>Cognitive science research suggests that retrieval practice and spaced review improve retention and support the transfer of learning. The EEF's Cognitive Science Review highlights the importance of managing cognitive load and strengthening memory through regular retrieval.</p> | 1 |

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

Budgeted cost: £16,000

Targeted academic support is informed by robust assessment systems that identify barriers to learning early. Evidence suggests that high-quality targeted interventions, delivered alongside strong classroom teaching, are particularly effective in supporting disadvantaged pupils to catch up with their peers and achieve improved outcomes.

| Activity                                                                                                                                                                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                       | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| A range of assessment and intervention strategies are used to identify and support children with speech, language and communication difficulties, including WellComm, Language Link and Speech Link. | Oral language skills are fundamental to learning and are strongly linked to attainment. Disadvantaged pupils are more likely to begin school with language and communication delays. Early identification and targeted intervention can improve communication, literacy and wider academic outcomes. EEF highlights oral language interventions as having a high impact on pupil progress. | 1                             |
| WellComm is used within EYFS to identify gaps in speech, language and communication and provide early targeted intervention.                                                                         | The EEF's <i>Preparing for Literacy</i> guidance emphasises the importance of developing communication and language as a foundation for future reading and writing success.                                                                                                                                                                                                                | 1                             |
| Language Link is used across school to assess communication and language needs and inform targeted support programmes.                                                                               | Diagnostic assessment enables teachers to identify barriers to learning and provide appropriate support. EEF guidance advocates the use of assessment to identify gaps and adapt provision accordingly.                                                                                                                                                                                    | 1, 2                          |
| Access to Speech and Language Therapy provides specialist assessment, advice and intervention for pupils with significant communication needs.                                                       | The EEF's <i>Special Educational Needs in Mainstream Schools</i> guidance recommends understanding individual learning needs and providing targeted support to overcome barriers to learning.                                                                                                                                                                                              | 1                             |
| High-quality one-to-one and small-group interventions are implemented to address identified gaps in learning.                                                                                        | The EEF identifies targeted academic support as an effective component of a school's Pupil Premium strategy. Small-group tuition has been shown to deliver, on average, four months of additional progress, while one-to-one tuition can lead to around five months' additional progress when delivered effectively.                                                                       | 1                             |
| Precision Teaching is used to secure key skills                                                                                                                                                      | Frequent practice, assessment and immediate feedback can help pupils                                                                                                                                                                                                                                                                                                                       | 1                             |

|                                                                                                                                                                         |                                                                                                                                                                                                                                                                   |   |
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| and accelerate progress for pupils requiring additional support.                                                                                                        | master essential skills and improve confidence and independence.<br>EEF research highlights the importance of targeted support alongside high-quality classroom teaching.                                                                                         |   |
| Times Table Rock Stars and NumBots are used to develop fluency in multiplication facts and number knowledge.                                                            | Fluency in number facts supports mathematical reasoning and problem-solving.<br>EEF guidance on improving mathematics emphasises securing foundational mathematical knowledge to support future learning.                                                         | 1 |
| Read Write Inc interventions, including Fast Track Tutoring and Pinny Time, provide targeted support for pupils at risk of falling behind in phonics and early reading. | Systematic synthetic phonics is an effective approach for teaching early reading, particularly for disadvantaged pupils and those who require additional support.<br>EEF literacy guidance recommends targeted intervention for pupils who struggle with reading. | 1 |
| Ruth Miskin Spelling and Ruth Miskin Handwriting interventions are used to address gaps in transcription skills and support writing outcomes.                           | The DfE Writing Framework highlights the importance of securing transcription skills, including spelling and handwriting, so that pupils can focus cognitive effort on composition and writing quality.                                                           | 1 |
| Targeted interventions are carefully monitored and adapted according to pupil progress and need.                                                                        | EEF guidance emphasises that targeted interventions are most effective when they supplement high-quality teaching, are carefully monitored and are responsive to pupils' needs.                                                                                   | 1 |

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

Budgeted cost: £6,100

| Activity                                                                                                   | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Support from the Trust Education Welfare and Inclusion Lead to raise standards of attendance for PP pupils | Improving attendance is a key factor in improving educational outcomes. The EEF highlights attendance as a multifaceted issue requiring early identification of barriers, strong relationships with families and targeted support.<br><br>DfE guidance <i>Working Together to Improve School Attendance</i> emphasises a whole-school culture of attendance | 4                             |

|                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |         |
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|                                                                                                                                                                     | supported by effective monitoring and intervention.<br>Devon CC: School Attendance Matters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |
| Increasing opportunities for all pupils eligible for PP to have access to extra curricular activities, including before and after school clubs and external visits. | Participation in enrichment activities can improve confidence, wellbeing, engagement and sense of belonging. The EEF recognises the importance of wider personal development and engagement opportunities, particularly for disadvantaged pupils.<br><br>Working in partnership with parents can further increase participation and engagement - EEF: Working with Parents to Support Children's Learning                                                                                                                                                                                                                                                                                                                                                                                           | 3       |
| Develop social, emotional and self-regulation skills through explicit teaching, nurturing approaches and targeted pastoral support.                                 | The EEF identifies Social and Emotional Learning approaches as having a positive impact on academic attainment, behaviour, relationships and wellbeing, with particular benefits for disadvantaged pupils when implemented effectively.<br><br>Pupils' social, emotional and mental wellbeing are closely linked to attendance, behaviour and academic success.<br><br>The EEF highlights the importance of developing pupils' social and emotional skills, creating supportive environments and providing targeted support where needed.<br><br>EEF: Supporting Children's Mental Health and Wellbeing<br><br>EEF: Social and Emotional Learning (often cited as +4 months additional progress)<br><br>Public Health England: Promoting Children and Young People's Emotional Health and Wellbeing | 2       |
| Parental engagement to support learning at home                                                                                                                     | Effective parental engagement has a positive impact on pupil attainment and is particularly beneficial for disadvantaged pupils.<br><br>The EEF's guidance recommends developing positive relationships with families and providing practical strategies to support children's learning and engagement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1       |
| Nurturing approaches and relational practice                                                                                                                        | Research shows that strong relationships between pupils, staff and families support improved attendance, wellbeing and behaviour. Creating an inclusive school culture helps to reduce barriers to learning and participation for disadvantaged pupils.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 1, 2, 4 |

|                                                                |                                                                                                                                                                                                                                                                                              |         |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Leadership opportunities for children                          | Opportunities to contribute to school life can increase engagement, confidence, self-esteem and sense of belonging, all of which contribute to positive educational outcomes and wellbeing.                                                                                                  | 2, 3, 4 |
| Targeted support for pupils and families regarding attendance. | EEF attendance evidence highlights the need to understand and address the root causes of absence through tailored interventions, strong communication and collaborative work with families.<br>EEF: Working with Parents to Support Children's Learning<br>EEF: Supporting School Attendance | 2, 4    |

**Total budgeted cost: £34,100**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2025-2026

|                                                                                                    | National % |     | School % |     | Progress and attainment commentary – to include all year groups |         |     |     |     |        |         |     |     |      |     |       |     |      |     |      |          |     |     |     |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----------------------------------------------------------------------------------------------------|------------|-----|----------|-----|-----------------------------------------------------------------|---------|-----|-----|-----|--------|---------|-----|-----|------|-----|-------|-----|------|-----|------|----------|-----|-----|-----|-----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| EYFS GLD                                                                                           | TBC        |     | 79%      |     |                                                                 | Reading |     |     |     |        | Writing |     |     |      |     | Maths |     |      |     |      | Combined |     |     |     |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Year 1 Phonics                                                                                     | TBC        |     | 92%      |     | Y1                                                              | All     | PP  | SEN | B   | G      | All     | PP  | SEN | B    | G   | All   | PP  | SEN  | B   | G    | All      | PP  | SEN | B   | G   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Year 2 Phonics                                                                                     | TBC        |     | NA       |     | Y2                                                              | 73%     | NA  | 0%  | 67% | 78%    | 68%     | NA  | 0%  | 58%  | 78% | 86%   | NA  | 100% | 92% | 78%  | 62%      | NA  | 0%  | 50% | 78% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Year 4 MTC                                                                                         | 20.1       |     | 19.1     |     | Y3                                                              | 84%     | 50% | 75% | 77% | 100%   | 58%     | 0%  | 25% | 62%  | 50% | 58%   | 0%  | 25%  | 69% | 33%  | 53%      | 0%  | 25% | 62% | 33% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                                    |            |     |          |     | Y4                                                              | 83%     | 50% | 0%  | 70% | 85%    | 74%     | 25% | 0%  | 60%  | 85% | 74%   | 25% | 0%   | 60% | 85%  | 74%      | 25% | 0%  | 60% | 85% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                                                                    | ARE        |     | GD       |     | Y5                                                              | 84%     | 80% | 67% | 60% | 93%    | 68%     | 40% | 33% | 40%  | 85% | 84%   | 80% | 67%  | 60% | 93%  | 68%      | 40% | 33% | 40% | 85% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| KS2 Reading                                                                                        | 75%        | TBC | TBC      | TBC |                                                                 |         |     |     |     |        |         |     |     |      |     |       |     |      |     |      |          |     |     |     |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| KS2 Writing                                                                                        | 73%        | TBC | TBC      | TBC |                                                                 |         |     |     |     | All    |         | PP  |     | SEN  |     | B     |     | G    |     |      |          |     |     |     |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| KS2 Maths                                                                                          | 75%        | TBC | TBC      | TBC |                                                                 |         |     |     |     | GLD    |         | 79% |     | 33%  |     | 57%   |     | 73%  |     | 92%  |          |     |     |     |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| KS2 RWM                                                                                            | 63%        | TBC | TBC      | TBC |                                                                 |         |     |     |     | Y1 PSC |         | 92% |     | 100% |     | 67%   |     | 87%  |     | 100% |          |     |     |     |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Attendance                                                                                         | 94.69%     |     | 95.73%   |     |                                                                 |         |     |     |     | Y4 MTC |         | 30% |     | 0%   |     | 0%    |     | 30%  |     | 31%  |          |     |     |     |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Persistent Absence                                                                                 | 13.9%      |     | 7.14%    |     |                                                                 |         |     |     |     |        |         |     |     |      |     |       |     |      |     |      |          |     |     |     |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No of suspensions                                                                                  |            |     |          |     |                                                                 |         |     |     |     |        |         |     |     |      |     |       |     |      |     |      |          |     |     |     |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Suspension rate calculated as total number of suspensions, divided by total number of pupils, x100 | <1%        |     | 0%       |     |                                                                 |         |     |     |     |        |         |     |     |      |     |       |     |      |     |      |          |     |     |     |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Context: There were 19 children on the PP register at the start of the year, with an increase to 23 at the end of the summer term. 52% of our PP children have SEND needs.

The focus this year centred around three main priorities: raising attainment, developing teaching and driving provision for children with SEND. We made steps in closing gaps in Reading and Maths, though this varied across year groups due to the small cohort size.

Gaps are too large, especially in writing, so this will continue to be a focus for next year.

Our ongoing assessments and observations showed that pupil wellbeing and mental health still needs to remain a focus to ensure that all our disadvantaged pupils can access their learning positively and develop important social skills and relationships. This will continue to be supported by school staff, external professionals and encouraging higher involvement in clubs and extra-curricular activities.

### 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                   |
|---------------------------------------------|----------------------------|
| RWI interventions and high-quality teaching | Ruth Miskin                |
| RWI Spelling and Handwriting                | Ruth Miskin                |
| TTRockstars and Numbots                     | Maths Circle Ltd           |
| Lexia – reading support                     | Lexia Learning Systems LLC |

|                            |                      |
|----------------------------|----------------------|
| White Rose Maths Programme | White Rose Education |
| Mastery in Number          | Jurassic Maths Hub   |
|                            |                      |
|                            |                      |

## Service pupil premium funding - NA

### Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*