



# Pupil Premium Strategy statement (2024 - 2027)

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	380
Proportion (%) of pupil premium eligible pupils	53 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	<i>Jenna McCaffery</i>
Pupil premium lead	Jenna McCaffery
Governor / Trustee lead	Jenny Eagle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75480 (51 pupils)
Service children	£1360 (4 pupils)
Previously looked after	£7710
Pupil premium funding carried forward from previous years	£0

## Statement of intent

Our intention is to help each and everyone of our children, irrespective of their background or the challenges they face, to reach their full potential through the careful design of a broad, balanced and enriching curriculum which encourages a sense of awe, wonder and inquisitiveness around learning and embraces the inspiration that can be found in our local area and beyond.

The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve highly (attainment and progress) including those who are already high attainers. Where children are at risk of not flourishing socially, emotionally or academically, we are committed to employing strategies and interventions to alleviate the barriers which may be caused by personal circumstances or gaps formed by missed learning opportunities.

The key challenges faced by our more disadvantaged learners may include: low attainment and progress outcomes; limited support at home due to resources, motivation or aptitude; inconsistencies in attendance and punctuality; poor language and communication skills; an increasing number of children/families experiencing mental health difficulties; lower levels of personal, social and emotional development on entry into Reception; and limited experience for children outside of the family home. We understand that challenges are multi-faceted and unique to each pupil, therefore we ensure that a tailored approach is taken.

The objectives of our pupil premium strategy are based on Education Endowment Foundation research and the principle that: "great teaching is the most important lever schools have to improve pupil attainment." (EEF, 2021)

High-quality, inclusive teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The key principles of our current pupil premium strategy are:

- Embed a school-wide ethos of achievement for all through a nurturing and relational approach and a well-rounded curriculum
- Encourage and nurture all learners to take pride in their individual achievements and to participate in wider school life
- Provide all pupils with research-backed high quality teaching and learning opportunities
- Help build well-rounded learners who are able to flourish socially, emotionally and academically by providing cultural capital opportunities that will broaden horizons and open doors to success in later life
- To focus on individual learners through the use of intervention strategies, delivered by trained adults, that enable our more disadvantaged pupils to keep-up with their peers
- Leaders who are committed to developing and embedding best practice through investing in research-backed programmes, effective professional development, and purposeful curriculum reviews and refinements

In summary, we are committed to: building strong relationships; consistently championing & valuing each & every child; holding high aspirations and expectations for all; creating cultural capital opportunities & experiences while supporting access to these.

## Challenges

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

Challenge number	Detail of challenge
1	A core group of pupils in receipt of pupil premium are at risk not reaching expected attainment in reading, writing and maths.
2	Assessment information suggests that our disadvantaged learners have greater difficulties with phonics than their peers which negatively impacts their reading development.
3	A number of disadvantaged pupils require additional support in the morning to ensure they arrive at school on time and are ready to learn.
4	The vast majority of disadvantaged pupils lack the cultural capital to reach their full potential - language, vocabulary, lived experiences, personal development, social and emotional understanding
5	An increasing number of families are experiencing mental health challenges and increased anxiety.
6	Children's interpersonal skills are less developed due to limited opportunities for spoken and written language and communication outside of school

## 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
A reduction in the attainment gap between pupil premium and non-pupil premium children in maths, writing and reading	<ul style="list-style-type: none"> <li>- Pupil premium children are making expected progress at the end of EYFS, KS1 and KS2</li> <li>- Targeted interventions and tailored support are in place to ensure pupil premium children are making expected progress</li> <li>- Data shows that pupil premium children are keeping up with their peers</li> </ul>

Improved oral language skills & phonics progress and attainment for disadvantaged learners	<ul style="list-style-type: none"> <li>- Pupil premium children are making expected progress in phonics in EYFS and KS1</li> <li>- Pupil premium children are spotlight children in RWI lessons with careful seating positions and partnerships</li> <li>- KS2 children falling behind their peers in reading, catch-up through tailored quality first teaching (reading fluency project, setting), targeted intervention (RWI tuition, 1:1 guided reading, BRSP, learning by questions) and wider strategies (Coram Beanstalk, priority readers)</li> <li>- Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils.</li> </ul>
Improved punctuality and readiness to learn for identified children	<ul style="list-style-type: none"> <li>- Improved punctuality reduces loss of learning time</li> <li>- Early help identification and support ensures children are ready to learn (breakfast, positive meet and greet, pastoral check in, uniform, resources, mentoring)</li> </ul>
Pupil premium children have equal access to all trips and extra-curricular activities	<ul style="list-style-type: none"> <li>- Sustained high level of attendance for pupil premium children on trips and visits</li> <li>- Increased uptake of pupil premium children attending clubs and extra-curricular activities, term time and non-term time</li> </ul>
To achieve and sustain improved mental health and wellbeing for identified families and all pupils, particularly disadvantaged	<ul style="list-style-type: none"> <li>- Families signposted to available internal and external support</li> <li>- Pupils report increased levels of wellbeing and are aware of strategies they can use to support themselves in and out of school (nurturing ethos, pastoral care, PSHE, assembly &amp; time to breathe &amp; reflect, Decider Skills)</li> <li>- Families feel supported through the early help provided - pastoral support, Education Mental Health Support Team referrals, Timid to Tiger, school Nurse referrals, family workshops</li> <li>- Staff receive CPD linked to mental health and support strategies for children (EMHST)</li> <li>- Trained Mental Health First Aiders</li> </ul>
Improve children's interpersonal skills through the curriculum and through increasing family/ community involvement and engagement	<ul style="list-style-type: none"> <li>- Increasing numbers of children achieve PSED learning goals</li> <li>- Pupil premium children achieve a Good Level of Development by the end of Reception</li> <li>- Pupil premium children are making expected progress at the end of EYFS, KS1 and KS2 in reading and writing</li> <li>- Pupil premium children are able to articulate in the same as way as their peers (sentence structure, language, vocabulary choice, pronunciation, expression, prosody)</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year and over the next three years** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Quality first teaching across the curriculum:</u></p> <ul style="list-style-type: none"> <li>- triangulate CPD to ensure that Rosenshine's Principles of Instruction and the Science of Learning underpin lesson structures and learning, including schemas for play within Early Years</li> </ul>	<p>EEF research identifies that:</p> <ol style="list-style-type: none"> <li>1. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</li> </ol> <p>Promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p><a href="#">EEF effective-professional-development</a></p>	<p>1</p>
<p><u>Maths quality first teaching</u></p> <ul style="list-style-type: none"> <li>- Provide Power Maths CPD to review strategies for teaching slowest progress learners within the classroom and ensure all disadvantaged learners are largely taught Maths lessons by a qualified teacher (Ready to Progress)</li> <li>- Review and enhance the teaching of times tables to ensure explicit, guided instruction to secure all pupils, and specifically pupil premium, times table knowledge, understanding and recall</li> </ul>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics_guidance: key stages 1_and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1</p>

<p><u>Reading quality first teaching:</u></p> <ul style="list-style-type: none"> <li>- Embed programmes to ensure a consistent approach to the teaching, learning and assessment of Reading and teach through high quality literature</li> <li>- Implement the Reading fluency project in Years 4 to 6 Seaton</li> <li>- Increase the effectiveness of Accelerated Reader to maximise gains</li> <li>- Provide children with opportunities to practice their reading skills and comprehension across the curriculum</li> <li>- Sustained fidelity and rigour to RWI through commitment to RWI leadership programme, RWI portal, coaching and external CPD to secure stronger phonics outcomes for all pupils</li> </ul>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2</p>
<p><u>Oral language quality first teaching:</u></p> <ul style="list-style-type: none"> <li>- continue to embed oral language work within lessons</li> <li>- provide CPD to enhance current practices to ensure highly skilled delivery and oracy in all classrooms (Talk 4 Writing, Drawing club &amp; Voice 21)</li> <li>- highly skilled adult to child interactions in the Early Years support children's oral language development</li> </ul>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>EEF Impact: + 6 months progress.</p> <p><a href="#">EEF Oral Language Interventions</a></p>	<p>1, 2</p>
<p><u>Sequencing of vocabulary:</u></p> <ul style="list-style-type: none"> <li>- ensure the sequencing of vocabulary at the planning stage across all subjects in order to help expose children to rich vocabulary learning</li> <li>- ensure a language rich environment in Early Years and across the school</li> </ul>	<p>EEF research identifies that vocabulary enrichment programmes have a positive impact on reading ability.</p> <p>Impact: +1 month progress</p> <p><a href="#">EEF Vocabulary</a></p>	<p>1</p>

<p><u>Writing quality first teaching:</u></p> <ul style="list-style-type: none"> <li>- develop the accuracy of writing assessments, opportunities for professional dialogue and moderation of judgements</li> <li>- further develop the effectiveness of marking and feedback</li> </ul>	<p>EEF Improving literacy strand 6 – Target teaching support by accurately assessing pupil needs</p> <p><a href="#">EEF Improving Literacy Assessment</a></p>	<p>1</p>
<p><u>Personal, social, emotional development:</u></p> <ul style="list-style-type: none"> <li>- Improve the quality of social and emotional (SEL) learning for children through sustaining a relational approach, embedding the work of the EMHST and providing whole class access to Decider Skills</li> <li>- SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</li> </ul>	<p>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):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>5, 6</p>
<p><u>Learning support assistants</u></p> <p>Ensure teaching assistants are deployed effectively by teachers and leaders so that all teaching assistants are enhancing teaching and learning outcomes (e.g. one to one guidance, addressing misconceptions, re-explaining tasks, verbal feedback, small group guided work)</p>	<p>EEF research into the effective deployment of teaching assistants and teaching assistant interventions</p> <p>Positive Impact +4 months</p> <p><a href="#">EEF TA Interventions</a></p>	<p>1, 2, 3</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p> <ul style="list-style-type: none"> <li>- virtual classroom, additional speed sounds, 1:1 tuition, 1:1 reading strategy instruction, pinny time</li> </ul>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2</p>



<p>SENCO and Maths Lead to:</p> <ul style="list-style-type: none"> <li>- organise teaching assistant training in carefully selected, specific Maths interventions</li> <li>- implement and monitor the impact of these interventions in KS1 and KS2 for identified pupils, including disadvantaged pupils</li> <li>- (e.g. Learning by Questions, Beat Dyscalculia, Year 1 catch up programme, Every Child Counts, Power of 1, Power of 2)</li> </ul>	<p>Early numeracy approaches aim to develop number skills and improve young children’s knowledge and understanding of early mathematical concepts. Activities in this area might be structured, for example through programmes designed to develop children’s ‘number sense’ (their developing understanding of quantity and number), or more informal, such as using mathematical games including computer games or play activities involving counting or using other mathematical language</p> <p><a href="#">Early maths interventions</a> <a href="#">Research Based Maths Interventions</a></p> <p>TA research - intervention programmes delivered by trained teaching assistants <a href="#">EEF TA Interventions</a></p>	1
<p>CPD on oracy, listening, narrative and vocabulary skills and prioritisation of oral language interventions or reading fluency for disadvantaged pupils who have relatively weak spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1
<p>Implement a whole school approach to writing conferencing providing CPD and prioritising all disadvantaged pupils (at all levels) for writing conferencing</p>	<p>EEF Improving literacy strand 6 – Target teaching support by accurately assessing pupil needs in order to close gaps for disadvantaged pupils. <a href="#">EEF Improving Literacy Assessment</a></p>	1

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE’s guidance on <a href="#">working together to improve school attendance</a>. Working within Devon’s reviewed strategy and with the Attendance Improvement Officer</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	All

<p>Provide identified disadvantaged or vulnerable pupils with a weekly session with a Coram Beanstalk volunteer to support reading and personal and social development</p>	<p>Coram Beanstalk <a href="#">Coram - Creating readers</a></p>	
<p>Provide the appropriate level of mental health, wellbeing and emotional support to pupils and/or families through e.g. Education Mental Health Support Team, Timid to Tiger course, lego therapy, therapy dog, pastoral sessions</p>	<p>There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p> <p><a href="#">EEF Mental Health and wellbeing</a></p>	
<p>Provide wider opportunities for children to develop their social and emotional learning through access to enhanced lunchtime provision e.g. woods, nurture room, lunchtime clubs</p>	<p>EEF research identifies Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. However, despite being seen as one of their top priorities by almost all primary schools, only just over one-third say that dedicated planning for SEL is central to their practice</p> <p><a href="#">EEF prioritise-social-and-emotional-learning</a></p>	
<p>Educational visits - fund 50% of the cost of educational visits for children entitled to income related free school meals</p>	<p>Research indicates that children will find life more challenging without adequate cultural capital, from everyday social interactions to future job interviews.</p> <p>The better language, social skills and knowledge a child has when entering the school system, the better they can fit into the school habitus. On the other hand, if children come to school with a poorer vocabulary, less knowledge, limited experiences and a poorer understanding of how to behave in the school setting, they are already at a disadvantage compared to their peers. With the widening of social and economic circumstances today, schools have never been more critical in filling the gaps that some children have in their cultural capital. Therefore, for many, helping all children to develop their cultural capital is a matter of equality and social justice.</p>	

Extra curricular clubs - provide fully funded or part funded places to clubs (forest school, swimming, Primary Sports) for families in receipt of income based free school meals		
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**Total budgeted cost:**

## **Part B: Review of the previous academic year**

## Outcomes for disadvantaged pupils

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## Service pupil premium funding

### How our service pupil premium allocation was spent last academic year

Pastoral support will be provided to support the emotional needs of service children and their families as required. This includes access to woods or nurture room at lunchtime and access to mentoring by the forest school teacher if appropriate.

Communication with deployed parents can be organised through face time and communication book activities.

### The impact of that spending on service pupil premium eligible pupils

Two service children has grown in confidence, finding their voice and being more animated in the classroom. This has supported their confidence in learning and positively impacting learning outcomes.

For one service child improvements are noted particularly in listening and attention in the classroom and quality of outcomes in books. This child requires continued support with the transition between year groups.

Another service child requires continued emotional and/or social support to help them to navigate friendships (solving problems with their peers) and to help their emotional resilience which in turn will support that readiness for learning.

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy. We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We will adjust our plan over time to secure better outcomes for pupils.

