

Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	South Molton Community Primary School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	31.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Headteacher
Pupil premium lead	Mr T Parkin
Governor / Trustee lead	SEN Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,665
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£91,665

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, from all backgrounds, and circumstances, make the best progress that they are able to and achieve high attainment in all subject areas. The main focus of our pupil premium strategy is to support all disadvantaged pupils to achieve the best academic results they can, including those who are already high attainers.

In our school, we have identified a number of challenges faced by vulnerable pupils, including mental health and wellness as well as young carers, adopted pupils and those who work with a social worker or other agencies. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Key stage two writing outcomes is significantly lower for disadvantaged children.
2	On entry data shows that speech and language, oracy skills and vocabulary are significantly lower for disadvantaged children.
3	Our attendance data over the last 5 years indicates that attendance among disadvantaged children has been significantly lower than for non-disadvantaged children. Lower attendance has a huge negative impact on progress and attainment.

4	Levels of phonic competency at the end of Year 1 and 2 in the disadvantaged group compared to the non-disadvantaged and national comparisons
5	Social, Emotional and Mental Health is a particular issue for many of our disadvantaged children.

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
Catch up lost learning for disadvantaged children in the prime subjects	End of year assessments will show increase from the start of year baseline in reading, writing and maths for disadvantaged groups.
Improved oracy skills, language and vocabulary among the disadvantaged children.	Improved oral language and use of vocabulary across the curriculum.
To achieve and sustain improved attendance for our disadvantaged children	- Increase in attendance levels for disadvantaged groups to close the gap with their non-disadvantaged peers. - Decrease in the amount of disadvantaged children being indicated as persistently absent
Develop phonic skills for reading and writing in the disadvantaged group of children.	- Increase in pass rate at end of Year 1 and 2 phonics test for disadvantaged group - Increase in KS1 literacy assessments for disadvantaged group
To achieve and sustain improved wellbeing for disadvantaged children in the school.	Sustained high levels of well-being amongst disadvantaged children evidenced through: - Parent feedback - Teacher observations - Student voice surveys

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 22,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff timetabled during the afternoons to target disadvantaged children.	Reading attainment significantly impacts emotional wellbeing and accessing all areas of the curriculum. Systematic phonics programmes are designed to close gaps through a continuous assess, plan, do, review cycle. Teaching assistants can provide a large positive impact on learner outcomes (EEF).	4
Staff CPD to support staff with targeting and supporting vulnerable children in the children (OAIP) and developing the mastery approach.	Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context (EEF)	1, 2
Jigsaw PSHE programme	Promotes positive mental health and wellbeing for all groups of children but with particular focus on disadvantaged groups.	5

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

Budgeted cost: £ 43,614

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	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: Phonics Toolkit Strand Education Endowment Foundation EEF	4, 2

Allocation of group tutoring sessions will prioritise Pupil Premium children giving them regular targeted extra tuition.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
Volunteer readers to target vulnerable learners and raise reading attainment	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.	2,3
Implement precision teaching in Key Stage Two in Spelling/Maths	Targeted support for children diagnosed/ show signs of dyslexia or struggled with spelling or oracy skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.	1,2,4

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

Budgeted cost: £ 25,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead to work with individuals and groups of disadvantaged children for mentoring and support.	Mentoring for disadvantaged children is a well-established and successful approach to improving SEMH for children.	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Particular focus and early action with PP children and families.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Track it Light system and other behaviour systems to promote positive behaviour. Staff to track PP children and ensure they are a priority.	Positive reinforcement of good behaviour and learning evidenced as good practice.	

Total budgeted cost: £ £91,665

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Year 6 results show good attainment overall and this shows the impact of this strategy. The gap between PP and non PP continues to be a challenge due to the improvements made in attainment across the school. This has resulted in oracy and phonic attainment being lower than expected for certain year groups but the introduction of the new phonics scheme has seen phonics levels at year 1 rise to national levels. We can now move to further embed this system and further increase attainment at this age.

Attendance has improved slightly from previous years for disadvantaged children and a significant decrease in persistently absent children from this group. Both these areas require further work and form a major part of this pupil premium strategy. This is reflected nationally in attendance figures but we are determined to ensure attendance, especially for the disadvantaged, continues to improve.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths programme	White Rose Hub
Reading and Spelling programme	Literacy Shed +/-Ed Shed
Phonics programme	Little Wandle
PSHE/RSE programme	Jigsaw
Curriculum planning	Cornerstones
Maths fluency planning	Arithmetic Ninja
Times table programme	Times Tables Rock Stars