

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	St. Peter's C of E Primary School
Number of pupils in school	283 excluding nursery 299 including nursery
Proportion (%) of pupil premium eligible pupils	58 PPG including services (20%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Steve Hitchcock
Pupil premium lead	Lisa Broad
Governor / Trustee lead	Vicki Allen

Funding overview (2023-24)

Detail	Amount
Pupil premium funding allocation this academic year	£84,340
Recovery premium funding allocation this academic year	
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	£84,340

Part A: Pupil premium strategy plan

Statement of intent

At St Peter's Primary School, our primary aim for Pupil Premium funding is to close the gap between disadvantaged/underserved children and their peers. We recognise that no single approach fits all; therefore, our strategy reflects a variety of researched, evidence-based actions designed for sustainable, long-term impact. Through this approach, we are committed to creating a supportive and effective framework that delivers tangible benefits for our pupils.

Our plans prioritise simplicity and effectiveness, integrating well-researched strategies across the school. All teaching staff are actively involved in analysing Pupil Premium data to provide accurate, timely assessments and insights. This allows us to respond swiftly with tailored support when necessary. Additionally, we are mindful of the unique demographic and context of our school community in Budleigh Salterton, ensuring our approach remains relevant and effective.

We also recognise that not all socially disadvantaged/underserved pupils qualify for free school meals and, conversely, that some pupils who do qualify may not be socially disadvantaged/underserved. Accordingly, we may extend Pupil Premium support to any child identified as socially disadvantaged, even if they are not part of our core data for this statement.

After a careful review of previous statements and current needs, we have identified strategies that may target specific cohorts or individual pupils. Our ultimate goal is to narrow the attainment gap between disadvantaged/underserved and non-disadvantaged/well served pupils, both nationally and within our school, while also addressing social, emotional, and mental health needs. By providing a solid foundation from Nursery to Year 6, we aim to empower Pupil Premium children to succeed throughout their time at St Peter's and beyond.

Our strategy has been developed with long-term impact in mind, based on thorough diagnostic assessments and an in-depth understanding of our school context.

Challenges

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

Challenge number	Detail of challenge
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1	Many disadvantaged/underserved pupils have underdeveloped oral language skills and vocabulary gaps. These challenges are apparent from Nursery through to Key Stage 2 and tend to be more pronounced among disadvantaged/underserved pupils compared to their peers. In addition to language gaps, there is also a noticeable disparity in cultural capital and real-life experiences, which further impacts our pupils' development and learning.
2	Disadvantaged/underserved pupils also tend to have greater difficulties with phonics compared to their peers, which negatively impacts their progress as readers. Additionally, gaps in cultural capital and limited real-life experiences further affect their overall development and readiness to learn. We recognise that often support from home can also be less consistent for some of these pupils. Many families face barriers such as shift-based work schedules, which make it challenging to engage in regular school activities or home learning. In some cases, parents themselves may have limited literacy skills, reducing their ability to support their child's academic growth. We consider these factors in our approach, ensuring we provide targeted support to help close these gaps and foster a supportive learning environment for all pupils.
3	A significant proportion of our disadvantaged pupils require additional support to be ready to learn and to effectively engage in planning for future learning. Many of these pupils demonstrate a "day-to-day" mindset, focusing on immediate needs rather than long-term goals, which can limit their ability to plan and prepare for lessons. Research indicates that children facing economic hardship often exhibit lower readiness to learn, as they are more likely to experience stress, social challenges, and disruptions in their home lives, all of which impact focus and academic engagement (Education Endowment Foundation, 2018). Social challenges also affect many of these pupils' ability to engage fully in school. A considerable number of disadvantaged children experience complexities in their home lives, with some families receiving support from social services, including Early Help, Children in Need (CIN), or Child Protection (CP) interventions. Additionally, high numbers of pupils require support for social, emotional, and mental health (SEMH) needs, often displaying poor attitudes and behaviours toward learning, particularly in areas such as listening and attention. We are mindful of these challenges and remain committed to providing targeted SEMH support to help these pupils build resilience, improve behaviour, and foster a positive attitude toward learning. 35% of our SEN register is also those children with PPG. 59% of our children in receipt of PPG are part of our SEMH support.

	63% of our Pupil Premium children are currently under TAF (Team around the family) EH (Early help), CIN (Child in Need) or CP (child protection). 45% of our Pupil Premium children are on the SEN register.
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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
Improved oral language skills and vocabulary among disadvantaged pupils. Cultural capital gaps addressed.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Progress made by disadvantaged/underserved pupils in RWI, phonics screening and reading diet. All pupils are able to talk about the books they like to read and know 5 series/authors.
SEMH needs are met	There is little to no disparity between the underserved/disadvantaged pupils in terms of listening and attention expectations and attendance.

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: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implementation of RWI phonics scheme across whole school.</i> <i>Training Teachers and T.As in order to meet need of those pupils and establish a RWI lead teacher (CAF)</i> <i>RWI is an approved synthetic phonics programme</i> <i>A literacy lead to look at fluency interventions.</i> <i>A literacy lead with a half day release time to implement 'Talk for Writing' across the school with CPD needs, coaching and impact evaluation.</i>	EEF states: The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. There is some variation in impact between different phonological approaches. Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Analytic phonics approaches has also been studied less overall (only 9 studies). The small number of analogic phonics approaches identified in this review (6 studies) have a negative impact on average. RWI: <i>Read Write Inc. Phonics is a DfE-validated systematic synthetic phonics programme with a whole school approach to teaching early reading and writing, designed to ensure progress for every child, in every primary school. It has proven success in all</i>	1 and 2

	<i>types of schools, including those with high numbers of children with SEND and those in the least privileged areas.</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Utilise specialist speech and language Teacher.</i> <i>1:1 tutoring/small group sessions for lowest 20% (phonics/fluency attainment)</i> <i>1:1 tutoring for lowest 20% in reading and phonics - daily reading from KS1 upwards.</i> <i>Targeted children in EYFS have 5 stories per day/session.</i>	<u>EEF states that:</u> The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. <u>EEF states that:</u> On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. <u>EEF states that:</u> On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1

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

Budgeted cost: £26,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family support worker to support disadvantaged families to improve attendance and engagement</i>	EEF: Parental engagement has a positive impact on average of 4 months' additional progress	3
Provision Maps - SENDCo pupil premium bolt-on as needed	EEF: Monitoring attendance, provisions, interventions and family support for all of our Pupil Premium families is a key part in ensuring academic progress. Buying into additional services through our SENDCo will further impact this.	3
Social and emotional support via holding in-school clinics and TAFs	EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)	3
Financial support with clubs, swimming, music and trips.	Trips will be subsidised at a rate of 50% Swimming and Forest school costs will be fully funded. Clubs will be subsidised at a rate of 50% and in some cases 100% of the cost will be covered if in-house. Music lessons will be offered <i>as appropriate</i> to target the intentions above.	3

Total budgeted cost: £84,340

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (Reviewed December 2024)

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Read Write Inc. (RWI) has been successfully implemented across the school meaning that there is now a structured phonics scheme in place. The school is part of the Illsham English hub and we have a RWI lead who is released for one morning a week to monitor the progress. All children have access to decodable books directly linked to the phonics they are learning. The quality assurance of this monitored each term and an assessment/training cycle has been put in place to ensure CPD needs are continually audited and met.

A SALT specialist teacher is available at the end of the week to screen children that are of concern whilst awaiting their appointment after referral.

The SENDCO identifies need and provides EP/Dyslexia assessment or other appropriate support.

Dyslexia friendly books and Neuro-Diversity main character books are shared weekly in worship and then put in the library for children to borrow. A large section for graphic novel and low cognition read.

Literacy Lead created to oversee writing in particular but also the reading fluency intervention in KS1 and KS2.

Implementation of 'Talk for Writing' from Nursery to promote oracy and sentence structure.

In terms of impact, pupils were receiving support for their Communication and Interaction Needs. They made significant progress with most coming off of interventions completely. The success of this intervention means that it remains in the plan and we will continue to support it using our Pupil Premium funding.

Disadvantaged pupils / families have continued to benefit from our Early Help offer and the employment of a SEMH Teacher. The support has included:

- providing information and signposting to other services in the local area
- liaising with a range of external services such as housing and Social Care
- assistance in completing paperwork and forms e.g. housing, special educational needs, school places and benefits
- attendance and support at school and other agency meetings
- advice and support in promoting positive behaviour at home
- guidance with career and personal development and access to training and workshops in school

The 'enhancement tracker' which is school wide ensures that those pupils in receipt of PPG have additional experiences to help support their needs. This is met on a personalised basis for what they may be underserved in. Eg, sports, music, social needs.

We have reviewed our strategy plan and, whilst the majority of actions remain the same as part of the 3-year plan, allowing them time to be embedded, we have made some changes to how we intend to use some of our budget this academic year.

