



Pupil Premium Strategy Statement

Expenditure Evaluation & Strategy Plan

(2025-26)

“I was disadvantaged as a child, yet I had the advantage of being in the company of great teachers.”

(A.P.J. Abdul Khan, 11th President of India)

“Every one of our children is carrying something the world is waiting for – it’s just the world hasn’t got it yet,” Sister Judith Russi

The ‘Pupil Premium’ is a government initiative that provides extra funding aimed at pupils from disadvantaged backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their peers and that there is a strong link between eligibility for free school meals and underachievement. The Pupil Premium is designed to help each school boost the attainment of disadvantaged children and reduce the gap between the highest and the lowest achievers. The government has used pupils’ entitlement to free school meals (FSM) and children looked after by the local authority (CLA) as an indicator for deprivation. The funding is allocated according to the number of pupils on roll who have been eligible for free school meals at any point in the last 6 years (known as ‘Ever6 FSM’), an allocation for each pupil who has been ‘Looked After’ (in care) and a smaller amount for the children of service families.

Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils the schools have legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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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 Joseph's Catholic Primary
Number of pupils in school	82 (Oct 25)
Proportion (%) of pupil premium eligible pupils	28% (Oct 25) 25/92
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	3-year plan: December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Alyson Tyler
Pupil premium lead	Nichola Day
Governor / Trustee lead	Andrew Kennedy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,565
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	£36,565
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and achieve high attainment across all subject areas. The focus for our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high achievers.

High-quality teaching and bespoke pastoral support are 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 disadvantaged attainment gap and at the same time benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside process for their disadvantaged peers. Our approach will be responsive to the common challenges and individual needs, rooted in robust diagnostic assessment. Common barriers to learning for disadvantaged children, can be less support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

St Joseph's ultimate objectives for your disadvantaged pupils

- o remove the attainment gap between disadvantaged and non-disadvantaged pupils.
- o all disadvantaged pupils to achieve at least national expectations in reading, writing and maths.
- o support pupil's physical and emotional health and wellbeing to enable all pupils to access their learning.
- o equity of access to all areas of the curriculum including wider school opportunities for disadvantaged pupils.

We aim to do this through:

- nsuring high quality teaching and learning in every class which meet the needs of all pupils.
- adopting a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- cting early to intervene at the point need is identified.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

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development of enrichment across the curriculum to increase social and cultural capital.

ystematic monitoring of attendance and bespoke support for families through a Family Support Worker and Attendance Officer.

crease provision within the school's pastoral team to support children's social and emotional learning/TIS training for all staff. We have a teacher with the TIS UK diploma.

Challenges

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

Challenge number	Detail of challenge																								
1	<p>Attendance. The attendance of pupils in receipt of pupil premium is below that of their peers and a greater proportion are classed as persistent absentees.</p> <p>Irregular attendance and higher levels of persistent absence reduce continuity of learning and limit opportunities to secure key knowledge and skills.</p> <table border="1"> <thead> <tr> <th></th><th>All</th><th>PP</th><th>Non PP</th><th>PA</th></tr> </thead> <tbody> <tr> <td>22-23</td><td>91.8%</td><td>86.16%</td><td>93.85%</td><td>16/30 PAs were PP</td></tr> <tr> <td>23-24</td><td>93.2%</td><td>89.1%</td><td>95.3%</td><td>8/18 PAs were PP</td></tr> <tr> <td>24-25</td><td>94.3%</td><td>92.7%</td><td>95%</td><td>4/11 PAs were PP</td></tr> </tbody> </table>						All	PP	Non PP	PA	22-23	91.8%	86.16%	93.85%	16/30 PAs were PP	23-24	93.2%	89.1%	95.3%	8/18 PAs were PP	24-25	94.3%	92.7%	95%	4/11 PAs were PP
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2	<p>Speech, Language and Communication Needs (SLCN)</p> <p>Delayed language development, limited vocabulary and weak listening skills restrict access to the curriculum, particularly in reading, writing and wider curriculum discussion.</p>																								
3	<p>Complex Family Circumstances and Parental Capacity</p> <p>Complex or pressured home circumstances, sometimes involving social</p>																								

	care, alongside variable parental capacity to support learning, affect routines, attendance, emotional security and attitudes to learning.
4	Social, Emotional and Learning Behaviours Difficulties with self-regulation, resilience, confidence and learning habits reduce pupils' readiness to learn and their ability to sustain focus, manage behaviour and persevere with challenging tasks.
5	Limited Cultural Capital Fewer enrichment experiences and reduced exposure to books, language-rich environments and wider life experiences limit background knowledge, vocabulary and confidence.

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.

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
The attendance of pupils in receipt of pupil premium is in line with those of all children nationally, reducing the proportion classed as persistent absentees.	<ul style="list-style-type: none">➤ Attendance of pupils in receipt of Pupil Premium is at or above national figures for all pupils.➤ The gap between Pupil Premium attendance and whole-school attendance narrows.➤ The proportion of Pupil Premium pupils classed as persistent absentees reduces significantly.➤ Fewer Pupil Premium pupils fall below 90% attendance.➤ Improved attendance is reflected in stronger engagement and progress in learning.
Outcomes for pupils, in receipt of pupil premium, improve. All pupils in receipt of pupil premium, including those with SEND, make at least expected progress from their starting points.	<ul style="list-style-type: none">➤ The proportion of Pupil Premium pupils achieving age-related expectations increases across reading, writing and maths.➤ Pupil Premium pupils make at least expected progress from their individual starting points.➤ Gaps between Pupil Premium and non-Pupil Premium pupils narrow in attainment and progress.➤ Pupil Premium pupils with SEND make at least expected progress against both academic and SEND targets.➤ An increasing proportion of Pupil Premium pupils reach greater depth / higher standard where appropriate.
Pupil premium children are supported emotionally and socially in order to fully access the curriculum.	<ul style="list-style-type: none">➤ Pupil Premium pupils demonstrate improved emotional regulation and resilience, enabling them to engage positively in lessons.

	<ul style="list-style-type: none"> ➤ Behaviour incidents and pastoral referrals for Pupil Premium pupils reduce over time ➤ Pupil Premium pupils attend school regularly and arrive ready to learn. ➤ Pupil Premium pupils participate confidently in class discussions and learning activities. ➤ Pupil Premium pupils show improved engagement, focus and perseverance in learning tasks. ➤ Gaps between Pupil Premium and non-Pupil Premium pupils in attainment and progress reduce across key subjects.
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Activity in this academic year

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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£15, 104.64**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD in English, maths, and foundation subjects for all staff.</p> <p><i>We are part of SWIFT, Devon English and Maths Hub and Plymouth CASTs subject leader networks. A full CPD programme is in place for all teaching staff.</i></p> <p>£1000 in addition to school budget.</p>	<p>There is a strong evidence base that high-quality teaching, developed by CPD is a top priority.</p> <p>High quality staff CPD is essential to follow EEF principles.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence-based training allows quality teaching to be demystified and adopted by more teachers, transforming pedagogy.</p> <p>Use of NPQ programmes NPQML – Maths Lead</p> <p>EHT/HoS – Primary Journey to Outstanding Programme including visits (3 day)</p> <p>HoS – The Writing Framework / Strong Foundations</p> <p>EHT – Artificial Intelligence in Education: Developing your school's strategy</p> <p>Teaching Staff: Adaptive Teaching (5 twilights) nasen led</p> <p>Responsive Teaching by Design: Effective tasks, Questions and Actions. (5 twilights)</p> <p>Termly subject leader networks: RE, English, Maths, Science, PSHE</p> <p>RWI Development Days 1 x annually</p> <p>SW English HUB support 6 x yearly (early reading and phonics)</p> <p>Termly support with English planning and writing moderation with a cluster of six schools. Opportunities for staff to network and share good practice.</p> <p>Strategic weekly CPD programme for teachers and support staff.</p> <p>ELSA training for 1 TA (Torbay)</p> <p>Collaboration with subject leaders at sister school, Sacred Heart.</p>	<p>1,2,5</p>
<p>High quality CPD in Relational Trauma for all staff.</p>	<p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence.</p>  	<p>1,2,3,4,5</p>

	<p>Updated TIS UK training including supervision for TIS UK lead who completed her funded diploma 24-25)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Working definition of trauma-informed practice - GOV.UK (www.gov.uk)</p>	
<p>Continue to embed dialogic interventions across the school</p> <p><i>Speech and Language Links</i> £755.50</p> <p><i>Picture News subscription & CPD</i> £500</p> <p><i>Widget</i> £459</p>	<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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence.</p>  <p>+6 months</p> <p>Poor Language and Communication skills on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Higher than average numbers of children access SALT in Reception – a large proportion of disadvantaged children access and will either require small group support or 1:1 support from speech and language with an assigned to TA to support.</p> <p>Communication and language approaches Very high impact for very low cost based on moderate evidence.</p>  <p>+7 months</p>	1, 2, 4
<p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1,2

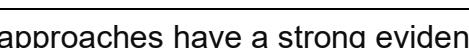
<p>guidance in school <i>Leadership release time</i> £600 Subscriptions £265 Resources for Mastering Number £600</p>	<p>Mastery learning High impact for very low cost based on limited evidence.</p>  +5	
<p>Enhancement of our Reading teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school <i>Leadership release time</i> £600 Pathways extension £395 <i>NN Lit</i> £200</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence.</p>  +6	
<p>HTLA leading a phonics group resulting in smaller groups £4113.50 RWI top up: £2130</p>	<p>Feedback Very high impact for very low cost based on extensive evidence.</p>  +6 <p>Phonics High impact for very low cost based on very extensive evidence.</p>  +5	1,2,5

HLTA to assess all EYFS/Y1 pupils using Speech and Language Link £324.75	Communication and language approaches Very high impact for very low cost based on moderate evidence  Advised by C&I team to start with Speech and Language Link for assessments. Assessing cohorts gives a more bespoke assessment of individual child's C&I levels and next steps.	
HLTA for 3.5 hrs a week to release teachers for 1:1 conferencing for target pupils £3161.34	The Education Endowment Foundation (EEF) identifies high-quality feedback as one of the highest-impact strategies for improving pupil outcomes. One-to-one conferencing allows teachers to give precise, timely feedback tailored to individual misconceptions and next steps. EEF guidance on effective teaching shows that teacher-led interventions are more effective than generic support, particularly for disadvantaged pupils. Releasing teachers to work directly with target pupils ensures that support is delivered by the most skilled professionals. Research shows that structured one-to-one or small-group teaching led by qualified teachers has significantly greater impact than support delivered solely by teaching assistants, especially for pupils who are behind. Disadvantaged pupils benefit most from: <ul style="list-style-type: none"> • Clear explanations • Targeted questioning • Immediate feedback • Personalised next steps 	

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

Budgeted cost: **£10,454.58**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher assistant hours to support	EEF - Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence Targeted deployment, where teaching assistants are	1, 2, 5

<p>targeted intervention. 10 hrs weekly TA – Y2-5. £4836.12</p>	<p>trained to deliver an intervention to small groups or individuals has a higher impact</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p><small>Small group tuition has a high impact for low cost based on very extensive evidence</small></p> <p></p>	
<p>1:1 or Small Group Tuition – Y6 1 x PM x38 weeks £4,784.31 (+£131)</p>	<p>EEF - One to one tuition High impact for moderate cost based on moderate evidence EEF - Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p><small>Small group tuition has a moderate impact for low cost based on moderate evidence</small></p> <p></p>	<p>1,2 , 5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. PM x 12 x 3 £703.15</p>	<p>Synthetic 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>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>EEF (+6) Very high impact for relatively low cost 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. NELI – to implement language intervention to improve listening, narrative and vocabulary development.</p>	<p>1, 2, 5</p>

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

Budgeted cost: £12,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Financial support to cover 50% of residential costs. (£1000).</p>	<p>Enrichment activities will have a positive knock-on effect on attendance rates and cultural capital. Children will have access to the full curriculum. There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship</p> <p>Boost wellbeing, attendance and future aspirations.</p> <p>Education Endowment Foundation EEF</p>	1
<p>Systematic monitoring of attendance</p> <p>Bespoke support for families through a Family Support Worker and Attendance Officer.</p> <p>Attendance Solutions SLA</p> <p>£11,990</p>	<p>Working together to improve school attendance (publishing.service.gov.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Funding for a Family Support Worker and Attendance Officer is an evidence-based approach. Research shows that attendance improves most effectively where schools combine rigorous monitoring systems with relationship-based family support. This model allows early identification of concerns, personalised support for families and consistent follow-up, reducing persistent absence and enabling disadvantaged pupils to attend regularly and access the full curriculum.</p> <p>The Education Endowment Foundation (EEF) identifies parental engagement as a high-impact factor in improving outcomes for disadvantaged pupils. Where schools build parents' confidence, understanding and skills to support learning, behaviour and routines at home, pupils show stronger progress. A Family Support Worker provides structured, practical support to help parents</p>	1,2,3,4,5

Total budgeted cost: £38,288.06

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 2022 to 2023 academic year.

Review: 2024-25

Teaching

Due to the very small number of pupils within some Pupil Premium subgroups, further breakdown and analysis cannot be published within this public plan. Providing more detailed data would risk individual pupils being identifiable. In line with GDPR requirements and data protection guidance, data has therefore been aggregated or limited to ensure confidentiality is maintained.

Good Level of Development:

Reception (17 pupils) 1 pupil = 5.9%

5 PP pupils / 1 PP pupil = 20%

EYFS		
GLD (all)	GLD (PP)	GLD (non PP)
10/17 = 59%	1/5 = 20%	9/12 = 75%

4/5 (80%) did not achieve GLD.

Y1: 10 pupils / 1 pupil = 10%

2 PP pupils / 1 pp pupil = 50%

Y2: 18 pupils / 1 pupil = 5.6%

6 PP pupils / 1 pupil = 16.7%

PHONICS		
	PASS	PP PASS
Year 1	80%	100%
Year 2	94%	83%

A three year trend of phonics being at least in line with national, with PP pupils often achieving above non PP percentages.

KS1

Y2: 18 pupils / 1 pupil = 5.6%

6 PP pupils / 1 pupil = 16.7%

KS1 OUTCOMES				
	All ARE (14)	All GD (14)	PP ARE (6)	PP GD (6)
Reading	12/18 67%	0/18 0%	2/6 33%	0/6 0%
Writing	10/18 56%	0/18% 0%	1/6 17%	0/6 0%
Maths	13/18 67%	1/18 17%	3/6 50%	0/6 0%

Y4: 13 pupils / 1 pupil = 7.7%

4 PP pupils / 1 pupil = 25%

Multiplication Tables Test

Only 15% of the class scored 25/25 (2 pupils, neither were PP)

PP MTC = 0%

This is an area for development for 25/26 and one of our transformational priorities.

KS2

Y6: 7 pupils / 1 pupil = 14%

3 PP pupils / 1 pupil = 33%

End of KS2 Outcomes				
	All ARE (7)	All GD (7)	PP ARE (3)	PP GD (3)
Reading	5/7 71%	1/7 14%	2/3 67%	0/3 0%
Writing	5/7 71%	1/7 14%	2/3 67%	0/3 0%
SPaG	6/7 85%	5/7 71%	2/3 67%	2/3 67%
Maths	6/7 85%	3/7 43%	2/3 67%	1/3 33%
RWMC	5/7 71%	1/7 14%	2/3 67%	0/3 0%

Targeted Academic Support

Where pupils have had targeted interventions, progress is good; however, in the gap has not completely closed for the child to achieve age related expectations.

1:1 support in phonics for PP pupils not on track showed to be very impactful with 100% of pupils in the Y2 results reaching the national benchmark. Y1 phonics was in line with national expectations for all pupils.

1:1 precision teaching for tables resulting in above results for the class and 100% for PP who were eligible to take the test.

Wider Strategies

The Attendance Officer is working with families of PAs to support improved attendance.

PP pupils remain below national for attendance. The data is significantly altered by the persistent absences of some PP individuals. Families are identifiable if broken down data is displayed due to small numbers. Case studies are available. Data on individual PA successes also available.

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The data below shows no significant difference between PP and other. Most classes are evenly mixed

Year group	Number of pupils	Number of PP pupils in year group	Number of PAs	Pupil Premium Pupils	Non Pupil Premium
Reception	17	5	2	2/5	5/12
Year 1	10	2	4	2/2	3/8
Year 2	17	6	4	2/6	5/11
Year 3	11	4	2	4/4	3/7
Year 4	13	4	2	3/4	3/9
Year 5	10	2	2	2/2	3/8
Year 6	7	3	1	2/3	2/7
All	85	26	17	17/26 (9)	24/59

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
Read, Write, Inc	Oxford Press
Power Maths	Pearson/White Rose
Accelerated Reader	Renaissance Learning



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development of enrichment across the curriculum to increase social and cultural capital.

ystematic monitoring of attendance and bespoke support for families through a Family Support Worker and Attendance Officer.

crease provision within the school's pastoral team to support children's social and emotional learning/TIS training for all staff. We have a teacher with the TIS UK diploma.

Challenges

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

Challenge number	Detail of challenge																								
1	<p>Attendance. The attendance of pupils in receipt of pupil premium is below that of their peers and a greater proportion are classed as persistent absentees.</p> <p>Irregular attendance and higher levels of persistent absence reduce continuity of learning and limit opportunities to secure key knowledge and skills.</p> <table border="1"> <thead> <tr> <th></th><th>All</th><th>PP</th><th>Non PP</th><th>PA</th></tr> </thead> <tbody> <tr> <td>22-23</td><td>91.8%</td><td>86.16%</td><td>93.85%</td><td>16/30 PAs were PP</td></tr> <tr> <td>23-24</td><td>93.2%</td><td>89.1%</td><td>95.3%</td><td>8/18 PAs were PP</td></tr> <tr> <td>24-25</td><td>94.3%</td><td>92.7%</td><td>95%</td><td>4/11 PAs were PP</td></tr> </tbody> </table>						All	PP	Non PP	PA	22-23	91.8%	86.16%	93.85%	16/30 PAs were PP	23-24	93.2%	89.1%	95.3%	8/18 PAs were PP	24-25	94.3%	92.7%	95%	4/11 PAs were PP
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2	<p>Speech, Language and Communication Needs (SLCN)</p> <p>Delayed language development, limited vocabulary and weak listening skills restrict access to the curriculum, particularly in reading, writing and wider curriculum discussion.</p>																								
3	<p>Complex Family Circumstances and Parental Capacity</p> <p>Complex or pressured home circumstances, sometimes involving social</p>																								

	care, alongside variable parental capacity to support learning, affect routines, attendance, emotional security and attitudes to learning.
4	Social, Emotional and Learning Behaviours Difficulties with self-regulation, resilience, confidence and learning habits reduce pupils' readiness to learn and their ability to sustain focus, manage behaviour and persevere with challenging tasks.
5	Limited Cultural Capital Fewer enrichment experiences and reduced exposure to books, language-rich environments and wider life experiences limit background knowledge, vocabulary and confidence.

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.

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
The attendance of pupils in receipt of pupil premium is in line with those of all children nationally, reducing the proportion classed as persistent absentees.	<ul style="list-style-type: none">➤ Attendance of pupils in receipt of Pupil Premium is at or above national figures for all pupils.➤ The gap between Pupil Premium attendance and whole-school attendance narrows.➤ The proportion of Pupil Premium pupils classed as persistent absentees reduces significantly.➤ Fewer Pupil Premium pupils fall below 90% attendance.➤ Improved attendance is reflected in stronger engagement and progress in learning.
Outcomes for pupils, in receipt of pupil premium, improve. All pupils in receipt of pupil premium, including those with SEND, make at least expected progress from their starting points.	<ul style="list-style-type: none">➤ The proportion of Pupil Premium pupils achieving age-related expectations increases across reading, writing and maths.➤ Pupil Premium pupils make at least expected progress from their individual starting points.➤ Gaps between Pupil Premium and non-Pupil Premium pupils narrow in attainment and progress.➤ Pupil Premium pupils with SEND make at least expected progress against both academic and SEND targets.➤ An increasing proportion of Pupil Premium pupils reach greater depth / higher standard where appropriate.
Pupil premium children are supported emotionally and socially in order to fully access the curriculum.	<ul style="list-style-type: none">➤ Pupil Premium pupils demonstrate improved emotional regulation and resilience, enabling them to engage positively in lessons.

	<ul style="list-style-type: none"> ➤ Behaviour incidents and pastoral referrals for Pupil Premium pupils reduce over time ➤ Pupil Premium pupils attend school regularly and arrive ready to learn. ➤ Pupil Premium pupils participate confidently in class discussions and learning activities. ➤ Pupil Premium pupils show improved engagement, focus and perseverance in learning tasks. ➤ Gaps between Pupil Premium and non-Pupil Premium pupils in attainment and progress reduce across key subjects.
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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: **£15, 104.64**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD in English, maths, and foundation subjects for all staff.</p> <p><i>We are part of SWIFT, Devon English and Maths Hub and Plymouth CASTs subject leader networks. A full CPD programme is in place for all teaching staff.</i></p> <p>£1000 in addition to school budget.</p>	<p>There is a strong evidence base that high-quality teaching, developed by CPD is a top priority.</p> <p>High quality staff CPD is essential to follow EEF principles.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence-based training allows quality teaching to be demystified and adopted by more teachers, transforming pedagogy.</p> <p>Use of NPQ programmes NPQML – Maths Lead</p> <p>EHT/HoS – Primary Journey to Outstanding Programme including visits (3 day)</p> <p>HoS – The Writing Framework / Strong Foundations</p> <p>EHT – Artificial Intelligence in Education: Developing your school's strategy</p> <p>Teaching Staff: Adaptive Teaching (5 twilights) nasen led</p> <p>Responsive Teaching by Design: Effective tasks, Questions and Actions. (5 twilights)</p> <p>Termly subject leader networks: RE, English, Maths, Science, PSHE</p> <p>RWI Development Days 1 x annually</p> <p>SW English HUB support 6 x yearly (early reading and phonics)</p> <p>Termly support with English planning and writing moderation with a cluster of six schools. Opportunities for staff to network and share good practice.</p> <p>Strategic weekly CPD programme for teachers and support staff.</p> <p>ELSA training for 1 TA (Torbay)</p> <p>Collaboration with subject leaders at sister school, Sacred Heart.</p>	<p>1,2,5</p>
<p>High quality CPD in Relational Trauma for all staff.</p>	<p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence.</p>  	<p>1,2,3,4,5</p>

	<p>Updated TIS UK training including supervision for TIS UK lead who completed her funded diploma 24-25)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Working definition of trauma-informed practice - GOV.UK (www.gov.uk)</p>	
<p>Continue to embed dialogic interventions across the school</p> <p><i>Speech and Language Links</i> £755.50</p> <p><i>Picture News subscription & CPD</i> £500</p> <p><i>Widget</i> £459</p>	<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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence.</p>  <p>+6 months</p> <p>Poor Language and Communication skills on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Higher than average numbers of children access SALT in Reception – a large proportion of disadvantaged children access and will either require small group support or 1:1 support from speech and language with an assigned to TA to support.</p> <p>Communication and language approaches Very high impact for very low cost based on moderate evidence.</p>  <p>+7 months</p>	1, 2, 4
<p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1,2

<p>guidance in school <i>Leadership release time</i> £600 Subscriptions £265 Resources for Mastering Number £600</p>	<p>Mastery learning High impact for very low cost based on limited evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒</p> <p>+5</p>	
<p>Enhancement of our Reading teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school <i>Leadership release time</i> £600 Pathways extension £395 <i>NN Lit</i> £200</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒</p> <p>+6</p>	
<p>HTLA leading a phonics group resulting in smaller groups £4113.50 RWI top up: £2130</p>	<p>Feedback Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒</p> <p>+6</p> <p>Phonics High impact for very low cost based on very extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒</p> <p>+5</p>	1,2,5

HLTA to assess all EYFS/Y1 pupils using Speech and Language Link £324.75	Communication and language approaches Very high impact for very low cost based on moderate evidence   	
HLTA for 3.5 hrs a week to release teachers for 1:1 conferencing for target pupils £3161.34	<p>The Education Endowment Foundation (EEF) identifies high-quality feedback as one of the highest-impact strategies for improving pupil outcomes. One-to-one conferencing allows teachers to give precise, timely feedback tailored to individual misconceptions and next steps.</p> <p>EEF guidance on effective teaching shows that teacher-led interventions are more effective than generic support, particularly for disadvantaged pupils. Releasing teachers to work directly with target pupils ensures that support is delivered by the most skilled professionals.</p> <p>Research shows that structured one-to-one or small-group teaching led by qualified teachers has significantly greater impact than support delivered solely by teaching assistants, especially for pupils who are behind.</p> <p>Disadvantaged pupils benefit most from:</p> <ul style="list-style-type: none"> • Clear explanations • Targeted questioning • Immediate feedback • Personalised next steps 	

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

Budgeted cost: **£10,454.58**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher assistant hours to support	EEF - Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence Targeted deployment, where teaching assistants are	1, 2, 5

<p>targeted intervention. 10 hrs weekly TA – Y2-5. £4836.12</p>	<p>trained to deliver an intervention to small groups or individuals has a higher impact Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p><small>Evidence-based practice based on moderate evidence. Small group tuition has a higher impact for targeted interventions.</small></p> <p><small>High impact for high cost based on moderate evidence.</small></p> <p><small>+4</small></p>	
<p>1:1 or Small Group Tuition – Y6 1 x PM x38 weeks £4,784.31 (+£131)</p>	<p>EEF - One to one tuition High impact for moderate cost based on moderate evidence EEF - Small group tuition Moderate impact for low cost based on moderate evidence Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p><small>Evidence-based practice based on moderate evidence. One to one tuition has a high impact for low cost.</small></p> <p><small>High impact for low cost based on moderate evidence.</small></p> <p><small>+4</small></p>	<p>1,2 , 5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. PM x 12 x 3 £703.15</p>	<p>Synthetic 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 EEF (educationendowmentfoundation.org.uk)</p> <p>EEF (+6) Very high impact for relatively low cost 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. NELI – to implement language intervention to improve listening, narrative and vocabulary development.</p> <p><small>High impact for very low cost based on very extensive evidence.</small></p> <p><small>+5</small></p>	<p>1, 2, 5</p>

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

Budgeted cost: **£12,990**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Financial support to cover 50% of residential costs. (£1000).</p>	<p>Enrichment activities will have a positive knock-on effect on attendance rates and cultural capital. Children will have access to the full curriculum. There is a greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship</p> <p>Boost wellbeing, attendance and future aspirations.</p> <p>Education Endowment Foundation EEF</p>	1
<p>Systematic monitoring of attendance</p> <p>Bespoke support for families through a Family Support Worker and Attendance Officer.</p> <p>Attendance Solutions SLA</p> <p>£11,990</p>	<p>Working together to improve school attendance (publishing.service.gov.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Funding for a Family Support Worker and Attendance Officer is an evidence-based approach. Research shows that attendance improves most effectively where schools combine rigorous monitoring systems with relationship-based family support. This model allows early identification of concerns, personalised support for families and consistent follow-up, reducing persistent absence and enabling disadvantaged pupils to attend regularly and access the full curriculum.</p> <p>The Education Endowment Foundation (EEF) identifies parental engagement as a high-impact factor in improving outcomes for disadvantaged pupils. Where schools build parents' confidence, understanding and skills to support learning, behaviour and routines at home, pupils show stronger progress. A Family Support Worker provides structured, practical support to help parents</p>	1,2,3,4,5

Total budgeted cost: £38,288.06

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 2022 to 2023 academic year.

Review: 2024-25

Teaching

Due to the very small number of pupils within some Pupil Premium subgroups, further breakdown and analysis cannot be published within this public plan. Providing more detailed data would risk individual pupils being identifiable. In line with GDPR requirements and data protection guidance, data has therefore been aggregated or limited to ensure confidentiality is maintained.

Good Level of Development:

Reception (17 pupils) 1 pupil = 5.9%

5 PP pupils / 1 PP pupil = 20%

EYFS		
GLD (all)	GLD (PP)	GLD (non PP)
10/17 = 59%	1/5 = 20%	9/12 = 75%

4/5 (80%) did not achieve GLD.

Y1: 10 pupils / 1 pupil = 10%

2 PP pupils / 1 pp pupil = 50%

Y2: 18 pupils / 1 pupil = 5.6%

6 PP pupils / 1 pupil = 16.7%

PHONICS		
	PASS	PP PASS
Year 1	80%	100%
Year 2	94%	83%

A three year trend of phonics being at least in line with national, with PP pupils often achieving above non PP percentages.

KS1

Y2: 18 pupils / 1 pupil = 5.6%

6 PP pupils / 1 pupil = 16.7%

KS1 OUTCOMES				
	All ARE (14)	All GD (14)	PP ARE (6)	PP GD (6)
Reading	12/18 67%	0/18 0%	2/6 33%	0/6 0%
Writing	10/18 56%	0/18% 0%	1/6 17%	0/6 0%
Maths	13/18 67%	1/18 17%	3/6 50%	0/6 0%

Y4: 13 pupils / 1 pupil = 7.7%

4 PP pupils / 1 pupil = 25%

Multiplication Tables Test

Only 15% of the class scored 25/25 (2 pupils, neither were PP)

PP MTC = 0%

This is an area for development for 25/26 and one of our transformational priorities.

KS2

Y6: 7 pupils / 1 pupil = 14%

3 PP pupils / 1 pupil = 33%

End of KS2 Outcomes				
	All ARE (7)	All GD (7)	PP ARE (3)	PP GD (3)
Reading	5/7 71%	1/7 14%	2/3 67%	0/3 0%
Writing	5/7 71%	1/7 14%	2/3 67%	0/3 0%
SPaG	6/7 85%	5/7 71%	2/3 67%	2/3 67%
Maths	6/7 85%	3/7 43%	2/3 67%	1/3 33%
RWMC	5/7 71%	1/7 14%	2/3 67%	0/3 0%

Targeted Academic Support

Where pupils have had targeted interventions, progress is good; however, in the gap has not completely closed for the child to achieve age related expectations.

1:1 support in phonics for PP pupils not on track showed to be very impactful with 100% of pupils in the Y2 results reaching the national benchmark. Y1 phonics was in line with national expectations for all pupils.

1:1 precision teaching for tables resulting in above results for the class and 100% for PP who were eligible to take the test.

Wider Strategies

The Attendance Officer is working with families of PAs to support improved attendance.

PP pupils remain below national for attendance. The data is significantly altered by the persistent absences of some PP individuals. Families are identifiable if broken down data is displayed due to small numbers. Case studies are available. Data on individual PA successes also available.

	All	PP	Non PP	PA
22-23	91.8%	86.16%	93.85%	16/30 PAs were PP
23-24	93.2%	89.1%	95.3%	8/18 PAs were PP
24-25	94.3%	92.7%	95%	4/11 PAs were PP

The data below shows no significant difference between PP and other. Most classes are evenly mixed

Year group	Number of pupils	Number of PP pupils in year group	Number of PAs	Pupil Premium Pupils	Non Pupil Premium
Reception	17	5	2	2/5	5/12
Year 1	10	2	4	2/2	3/8
Year 2	17	6	4	2/6	5/11
Year 3	11	4	2	4/4	3/7
Year 4	13	4	2	3/4	3/9
Year 5	10	2	2	2/2	3/8
Year 6	7	3	1	2/3	2/7
All	85	26	17	17/26 (9)	24/59

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
Read, Write, Inc	Oxford Press
Power Maths	Pearson/White Rose
Accelerated Reader	Renaissance Learning