

Pupil premium strategy statement – Salcombe Church of England Primary School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Angela Jenkins
Pupil premium lead	Charlotte Bond
Governor / Trustee lead	Carolyn Bromfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,121
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18,121

Part A: Pupil premium strategy plan

Statement of intent

At Salcombe C of E Primary we target the use of Pupil Premium Grant Funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that children living with disadvantage can face a wide range of barriers, which may impact on their learning. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

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.

Underpinned by consistent relationships, we will ensure disadvantaged children have equality of access to high quality learning experiences and enrichment activities. Our aim is for all children, irrespective of their background and challenges, to make good progress and achieve high attainment in all areas of the curriculum. We aim to:

- Remove barriers to learning created by socio-economic disadvantage.
- Narrow the attainment gaps (some still evident from the pandemic) between disadvantaged pupils and their non- disadvantaged counterparts both within school and nationally.
- Make disadvantaged pupils a key focus in terms of pupil progress discussion, learning walks, book looks and ensure they are key members of pupil voice discussions.
- Ensure all pupils can read fluently and confidently and with good comprehension to enable them to access the breadth of the curriculum.
- Develop their ability, confidence, and opportunity to talk and be heard through the use of Oracy strategies across the curriculum.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

- Access a wide range of opportunities and extra-curricular activities to develop their knowledge and understanding of the world.

- Ensure we meet the needs of all vulnerable people including those who are high attainers.

In order to achieve our objectives and overcome identified barriers to learning we will use the tiered approach to:

- Provide strong pastoral support for children and their families to enable pupils to access learning within and beyond the classroom – including monthly visits from a Family Support Worker.

- Ensure a collective response by all staff in tackling disadvantage

- Provide all teachers and teaching assistants with high quality CPD to ensure that all pupils access high quality teaching

- Scaffold learning where needed and raise expectations and aspirations on these children.

- Ensure that disadvantaged pupils are challenged in the work they are set.

- Use assessment data effectively to be responsive to need and target support quickly to address identified gaps and ensure appropriate intervention.

- Act early to intervene at the point the need is identified seeking support from professionals when needed

- Ensure that all pupils have access to clubs, trips and residential.

- Provide opportunities for all pupils to participate in enrichment activities to suit their interests – 34 Salcombe Promises.

Some interventions and activities that are provided for children:

- Pre-teaching
- Maths and Writing support
- Small group and 1:1 activities with an adult
- Family Support Worker once a month
- Afternoon ELSA, TIS, Lego and Art therapy sessions
- 1:1 phonic interventions
- 1:1 fluency interventions
- Part-funded trips and residential
- Tracking and monitoring attendance by leaders
- Providing high-quality teaching assistants

- Support in EYFS particularly around the teaching of Maths

Challenges

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

Challenge number	Detail of challenge
1	Behaviour for Learning Some of our disadvantaged learners demonstrate lower levels of self-esteem and resilience towards learning - impacting on aspirations
2	Adverse Childhood Experiences For some of our disadvantaged learners, adverse childhood experience has impacted on self-esteem, resilience and early development.
3	Attendance Some of our disadvantaged learners have lower attendance than their non-disadvantaged peers and this means that some gaps are increasing.
4	Literacy Many of our disadvantaged learners demonstrate lower progress and attainment in both reading and writing from an early age with speech, language and communication needs contributing towards this.
5	Wider opportunities Some of our disadvantaged learners can find it difficult to access some of the wider opportunities including after school clubs due to living in a rural area

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
Priority 1 Higher rates of engagement, progress in reading across the school with a particular focus on early reading, comprehension strategies and vocabulary acquisition.	• At least in line with National data for the PSC in 2026. • 100% of phonics retakes to pass in y2. • RWI phonics chn broadly on track across the year for Reception and year 1. • Fewer children on RWI in KS2

	• Teaching assistant employed to support 1:1 phonics and speech link interventions daily • RWI phonics and Whole Class Reading taught daily for one hour. • Schools Library Service well used. • Vocabulary rich environment • Children using vocabulary they have learnt.
Priority 2 Higher rates of engagement, progress and improved attainment across the school for all pupils eligible for PP in Writing	• All pupils have a well sequenced, predictable approach to their Writing curriculum. • Pupils have agency with their writing as they write for a genuine purpose and audience. • There is a heavier focus on transcription within the Writing curriculum. • Pupils use toolkits effectively so they understand what good writing looks like. • Spellings are provided for homework weekly. • Nessy is used for children who are vulnerable/who have significant gaps. • Small group teaching by teacher/teaching assistant to scaffold writing work. • By 27/28 Writing outcomes have been on an upward trend.
Priority 3 Higher rates of progress and improved attainment across the school for all pupils eligible for PP in Mathematics	• Gaps in progress from assessments will be reduced and minimised by 2026. • Spaced learning will be introduced to support pupils' retention of key concepts. • Outcomes at key assessments and ongoing teacher assessments demonstrate that children are reaching age related expectations by 2026. • MTC data is improved from last year and all children pass the test. • Use of TTRS and Magma Maths to support pupils' maths learning at home and in school. • By 27/28 Maths data is on an upward trend in KS2 outcomes.

Priority 4: Improve oral language skills for pupils eligible for PP in Nursery, Reception and across the school.	• An Oracy curriculum will be introduced. • Oracy strategies will be employed throughout the whole curriculum with strategies in every core and non-core sessions. • Oracy training will be provided for staff. • Blank Level training will be provided for Nursery and EYFS staff • Children in Nursery and EYFS will be assessed and tracked against Blank Levels • Adult interactions will reflect the Blanks Level the child is working at. • The EEF's SHREC approach to adult interactions will be shared and visible in Nursery and EYFS settings. • The environment in Nursery and EYFS will be rich to develop and support language acquisition. Vocabulary and Blank Level questions will be visible to support adult interactions. • Number of children not making GLD for communication is on a downward trend by 27/28.
Priority 5: Improved levels of confidence and self-esteem for children eligible for funding.	• An Oracy curriculum will support vulnerable groups to engage more effectively within lessons. • Teaching assistants will use ELSA, TIS, LEGO and Art therapy resources in the afternoons to work with children in order to develop self-esteem and confidence. • Pupil and staff voice reflects that confidence levels of children have increased by 27/28.
Priority 6: Wider opportunities are provided for PP children through the provision of extracurricular and wraparound clubs with a broad and engaging curriculum	• Strong links with other organisations locally • Will continue to support those living with disadvantage. E.g. local youth centre, Wave Project and Royal Yachting Association. • Opportunities have been provided throughout the year to enable key groups to engage with experiences beyond the local area -supporting and broadening cultural capital. • All PP pupils attend at least one extra-curricular club across the year

	All PP attend trips and residentials.
Priority 7: Attendance of the FSM PP group improves over the year so that minimal learning opportunities are missed	- Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. - The FSW visits once a month and supports with TAFs and signposting. - Attendance target 95.4% minimum from the ABIE report. % of PA PP children is on a downward trend by 7/28.

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: £11,121

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT CPD and coaching cycle	EEF guide to Pupil Premium- "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." Class teachers, mentors and HT promote positive engagement and teaching strategies with Pupil Premium Students.	1,4,
Oracy CPD and coaching	Oral language interventions EEF (educationendowmentfoundation.org.uk) Oral language programmes can have a significant impact of 6 months additional progress when matched closely to individual starting points.	1.4
CPD linked to whole-class reading approaches for	"Children from more disadvantaged backgrounds may have fallen twice as far behind as the average child, in part due to	4

disadvantaged learners.	worse experiences with home learning." Institute for Fiscal Studies, 2022 Guidance from EEF suggests further emphasis on reading comprehension strategies as a class can improve outcomes by 7 months. Combined with metacognitive strategies, the new approach to reading should see significant gains in attainment.	
Small group teaching for the SSP programme	EEF research suggests that one to one tuition can increase progress by up to 5 months as can teaching phonics in smaller groups.	4

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retention and training of Teaching Assistants</i>	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions.	1,2,4
<i>Small group tutoring</i>	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are	1,2,4

	well-prepared, and monitoring impact. Supporting resources: • The EEF Toolkit has a strand on one to one tuition and small group tuition.	
Purchase of online Nesy assessments and support programmes to support early identification of those children with C&I barriers.	Working with an adult in small groups to support these targeted interventions. Using a range of tools and approaches to develop a holistic understanding of learner needs ensures the right teaching approaches are used to promote progress.	1,4

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school provision <i>School to provide an afterschool club where some students can engage with homework if necessary.</i>	Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources: • The EEF Toolkit has a strand on extending school time, summer schools, and homework.	1,2,3,4,5
Supporting parents where pupils have poor attendance.	EEF guidance- Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: • The EEF guidance report on 'Working with Parents to Support Children's Learning supports this.	3

1:1/small group Mentoring <i>Staff paired with certain children who will benefit from timetabled 1:1 catch-ups / mentoring focussing on well-being.</i>	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. • The EEF Toolkit has a strand on social and emotional learning and behaviour interventions.	1,2,3,4,5
School to continue and enhance its offer of extracurricular experiences and trips.	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation.	5
Trauma Informed Schools Training SEMH based interventions and mentoring Aiming for improved attendance for all vulnerable groups	National evidence suggests that improving relationships within schools for pupils suffering with trauma reduces the stress and anxiety they are likely to exhibit. Strategies are being trailed and developed within school to strengthen relationships. Bespoke strategies are in place for pupils with high SEMH needs including 1:1 relational support plan. Training is based upon the needs of individuals within in the school.	1,2,3

Total budgeted cost: £18,121

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

End of Key Stage 2 attainments Reading outcomes for all groups of children were in line with national scores for meeting the expected standard, with boys achieving better with an average score of 108.3. 27% of all learners achieved a higher standard. Attainment for writing was below the national average with no children achieving the higher standard. However, attainment for boys was close to the national attainment for this group achieving the expected standard. Those achieving the expected standard in Maths was lower than national outcomes, however those achieving a higher standard was above and overall average scores was similar to the national score. Combined attainment for Reading, Writing and Maths was lower than National however boys attaining the expected standard was above national.

Mean average scores for the Year 4 Multiplication Check were below National for all groups of children, except for those on SEN Support who performed better than National overall and Girls were broadly in line.

Outcomes for those achieving the expected standard in Year 1 Phonics Screening Check was below both the National and Local Authority averages, including a slightly lower average score. Those with SEND or who fall under the disadvantaged category did not meet expected standard. Girls also under achieved when compared to the school, local authority and national outcomes.

The data demonstrates that whilst some groups, particularly boys, have performed in line with national and regional outcomes, some cohorts including girls and those who are disadvantaged do not perform as well, and this will be explored further as the school implements a new 3 year strategy and considers the current school context and challenges identified.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance for disadvantaged learners was lower than national, particularly impacted by persistent absence for this group of children. Whilst improvements were seen in the summer term of 2025, this is an area that remains a focus for the school. Overall behaviour and wellbeing, improved during the course of 2024/2025, particularly in the Summer term, meaning that behaviour incidents decreased and there were no suspensions.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we did not meet all the outcomes set to be achieved by 2024/2025. As a result, the new leadership of the school has undertaken a thorough review of the barriers for disadvantaged learners and other groups, to identify and prioritise the challenges included in the school's new three-year strategy and the identified outcomes and activities which support the aspirations set.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc	Oxford Owl
Accelerated Reader	Renaissance Learning
Times Tables Rockstars	Spelling Shed
Spelling Shed	Spelling Shed
Nessy	Nessy