

Pupil premium strategy statement – South Molton United 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	229
Proportion (%) of pupil premium eligible pupils	25% (58 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kate Harvey
Pupil premium lead	Kate Harvey
Governor / Trustee lead	Local Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,126
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£89,126

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Mobility – there is significant mobility within the school, with many families joining the school outside of normal transition points. This is especially true of children in receipt of PP funding. Almost 15% of PP children (September 2024) had joined within the last 2 years outside of a normal transition point. Additionally, there are significant numbers of new families entitled to FSM due to changes in circumstances during and following the Covid 19 Pandemic.
2	Lower prior attainment on entry and much more limited experiences and opportunities outside of school, impacting on language, communication, vocabulary and oracy.
3	Parental mental health and well-being (this has been exacerbated by Covid-19 pandemic, but was a significant issue prior to the pandemic) and rural isolation coupled with deprivation and lack of access to opportunity and other services
4	Attendance – whilst improvements in attendance are evident, the school remains below national averages and there is a gap between FSM and non-FSM attendance. Attendance in 2022-23 89.9% (92.61% for the whole school) and in 2023-24 90.5% (93.8% for the whole school)
5	Complex needs and SEN alongside PP
6	On the whole a lower prior attainment profile of children in receipt of PP funding across the school.

7	On the whole for the PP group, greater number and frequency of barriers to learning – language and communication, complex needs, additional needs, positive behaviour for learning, parental engagement and lack of experiences and opportunities.
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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
Disadvantaged pupils get off to a strong start with phonics and reading in EYFS and KS1.	Over 80% of disadvantaged pupils pass the Year 1 phonics screening check each year.
Disadvantaged pupils become fluent readers and build on their phonics through years 2 and 3.	Little Wandle Assessments show disadvantaged pupils moving through phonics scheme books and into fluency at a good pace and build their reading fluency in line with expectations.
Disadvantaged pupils become fluent, confident readers who read widely and enjoy reading.	Throughout all years, disadvantaged pupils show good progress with reading and high level of engagement with reading (KS1- book band and home reading information) (KS2 – Accelerated Reader -STAR reader test in line with or above actual age and engaged time over 20 minutes reading per day)
All disadvantaged pupils develop strong foundational skills in each of language, early reading, early writing and early maths.	All disadvantaged pupils make strong progress in each area and there is key focus on children succeeding in these areas.
Disadvantaged pupils develop a broad vocabulary and good levels of oracy which supports their achievement in all curriculum areas.	Lessons are characterised by high levels of pupil engagement, oracy and broad and ambitious vocabulary.
Gaps between disadvantaged and non-disadvantaged pupils continue to narrow across the school in maths, reading and writing.	Using 2023 outcomes as a baseline, the gaps in outcomes continue to narrow using GLD, Y1 PSC, KS1 SATs, Y4 MTC and KS2 SATS.
All pupils experience a broad, balanced and ambitious curriculum and disadvantaged pupils achieve and progress at least in line with their peers.	Subject monitoring shows that disadvantaged pupils achieve and progress is at least as good as all others.
Disadvantaged pupils attendance rises year on year to be above 95% for the group with the proportion of persistent absentees falling to below 5%	Analysis of attendance data show improving trend for disadvantaged pupils and early intervention is able to support pupils where attendance is a concern.
Barriers to learning are reduced for pupils through effective SEND provision, support	Monitoring and evaluation process demonstrates how provision is in place

for pastoral needs, work with parents and external agencies.	to proactively reduce barriers to learning and support all pupils to flourish.
Pupil's develop "cultural capital" and have high aspirations and have wide ranging experiences and opportunities.	There is a well-planned programme of trips, visits and curriculum enhancements to develop pupil's "cultural capital." Disadvantaged pupil's

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £67126

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole school – quality first teaching: All teaching is characterised by sharp and precise assessment for learning - "What I need, when I need it"</i></p> <p><i>Teaching is adaptive so it meets the needs of all learners – "Engineering Success"</i></p> <p><i>This will involve</i></p> <p><i>Whole staff training (Teachers and TAs)</i></p> <p><i>Coaching work with teachers</i></p> <p><i>STEPLAB – Instructional Coaching</i></p>	<p>EEF Toolkit - Feedback research indicates very high gains at relatively low cost.</p> <p>Key strands-</p> <p>Teaching is precise and sharp and tailored to challenge and support all pupils.</p> <p>Feedback gives pupils the understanding of what they have done well, next steps and how to improve.</p> <p>Teaching is adaptive so that all pupils needs are met and lessons maximise the learning for all pupils.</p> <p>(Early Career Framework)</p> <p>EEF Guidance shows 50% of pupil premium funding should be used to improve quality first teaching.</p> <p>Fortnightly instructional coaching with each teacher to develop quality of practice – single biggest impact on pupil outcomes is quality of teacher.</p>	1,2, 5, 6 and 7
<p><i>Phonics and Early Reading – Continue the strong practice already in the school in</i></p>	<p>EEF Toolkit shows high impact for relatively low cost of focusing on high quality phonics and early reading instruction.</p>	2, 6 and 7

<p><i>this area so children get off to a strong start in reading.</i></p> <p><i>Continuing CPD and focus on Rapid Catch Up phonics and reading (Little Wandle) and a greater focus on fluency, accuracy and prosody in reading in years 2-5.</i></p> <p><i>Reading fluency sessions embedded across the school in years R-4 with adult led small groups.</i></p>	<p>High level of proficiency in phonics is closely linked to future outcomes in reading.</p>	
<p><i>Key concepts in maths and developing greater fluency and focus on mental calculation and known facts.</i></p> <p><i>Whole school focus on approach to teaching key concepts in maths and developing number confidence, fluency and competence.</i></p> <p><i>Whole staff training to enable highly consistent approach across the school with clear progression built in.</i></p> <p><i>CPD for TAs to be able to run interventions to support pupils to master known facts and key concepts..</i></p> <p><i>More effective use of TTRS and Numbots to help children improve speed of recall of known facts.</i></p> <p><i>Adoption of Arithmetic Ninja to build regular and rigorous practice of key skills.</i></p> <p><i>White Rose and The Harbour Schools Partnership Assessments to clearly and quickly</i></p>	<p>EEF Toolkit evidence on Mastery Learning- high impact for relatively low cost.</p> <p>Key barrier for many children in maths is the lack of number knowledge and recall of key concepts, which hinders attainment in more complex aspects and concepts.</p>	<p>2, 6 and 7</p>

<i>identifying gaps in understanding.</i>		
<i>Continued focus on Oracy across the curriculum and school. Enhancing common approaches to Oracy across the curriculum and school to improve pupil's use of vocabulary and speaking and listening.</i>	EEF toolkit evidence on spoken language interventions shows high impact for relatively low cost. Support for attainment and progress across the curriculum as it enables pupils to articulate their learning, knowledge and understanding.	2 and 7
<i>Whole School Approach to behaviour and culture (Ready, Respectful, Safe) within school with a focus on relational practice. Individual relational support plans for pupils with identified SEMH</i>	“Every pupil should have a supportive relationship with a member of school staff” EEF Behaviour Guidance Report October 2021 “Teach Learning Behaviour” EEF Behaviour Guidance Report October 2021 “Tailor targeted approaches to meet the needs of individual pupils in school.” EEF Behaviour Guidance Report October 2021	1, 3, 4, 5, 6 and 7
<i>Leadership Time and Capacity allocated to support the implementation and evaluation of this strategy to maximise impact.</i>	The importance of having dedicated leadership time and resources to implement and evaluate the impact of this strategy over time.	All

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Daily small group and individual phonics and reading to boost fluency, accuracy and prosody. Key skill of reading to support accessing the wider curriculum.</i>	Specific structured interventions to boost pupil's progress and attainment. Impact of Little Wandle Rapid Catch Up evident in school. EEF Toolkit on impact of targeted interventions with clear diagnostic	2, 6 and 7

	assessments to support narrowing of learning gaps.	
<i>Structured interventions within the school day – Speech and Language, Talk Boost, Reading Fluency.</i>	Specific structured interventions to boost pupil’s progress and attainment. EEF Toolkit on impact of targeted interventions with clear diagnostic assessments to support narrowing of learning gaps.	2, 6 and 7
<i>Targeted interventions for year 6 to support secondary readiness in key areas of reading, spelling and maths.</i>	Specific structured interventions to boost pupil’s progress and attainment. EEF Toolkit on impact of targeted interventions with clear diagnostic assessments to support narrowing of learning gaps.	2, 6 and 7

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Raising attendance through role of Pastoral Lead and Family Liaison to work with children and families to improve attendance and ensure children are in school.</i>	Data shows that in 2019, primary school children in Key Stage 2 who didn’t achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard. (DfE Education Hub May 2023)	4
<i>Programme of trips/visits/visitors and curriculum enhancements to support the curriculum and to develop pupil’s “cultural capital”</i>	EEF toolkit evidence on Arts Participation shows high impact for limited cost. Supports pupil’s vocabulary and oracy development by giving them rich experiences.	2 and 3
<i>Pastoral Support for pupils to develop more positive behaviours for learning and self regulation.</i>	EEF Toolkit evidence shows that social and emotional learning has a moderate impact.	3, 4, 5 and 7
<i>Ensuring that all children are able to benefit from home learning using Accelerated</i>	EEF toolkit evidence shows that homework can have a high impact on learning and achievement. Key challenge is ensuring parents/carers know	2 and 7

<p><i>Reader, TTRS/Numbots and Spelling Shed to boost attainment in reading, spelling and maths. Regular parent workshops on how to most effectively support their children at home.</i></p>	<p>how best to and what to support their children with.</p>	
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Total budgeted cost: £89,126

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 KS2 SATS

Disadvantaged outcomes 2024-25

R+W+M combined – 38% vs 52% for all pupils (up 11% on 2024)

Reading – 54% vs 65% for all pupils (down 20% on 2024)

Writing – 38% vs 58% for all pupils (down 17% on 2024)

Maths – 38% vs 52% for all pupils (down 7% on 2024)

42% of this cohort were pupil premium, 13 pupils in the class. The cohort has complex and significant need. The makeup of the class has changed since they started in Reception where the class of that time achieved 63% GLD, there has been a high rate of pupil mobility throughout their primary school journey and continual change in class dynamic. Throughout their journey specific adaptations have been put in place including a strong focus on whole class teaching supported by specific interventions and precision teaching.

Combined RWM shows improvement on the previous year/s which is in line with the data for all pupils but measures represent a decline in Reading, Writing and Maths this year. Key challenges remain in raising attainment overall for disadvantaged pupils.

Year 4 Multiplication Check

Disadvantaged Average score out of 25 was 13.125 vs 21.21 for whole cohort. Out of the group of eight children three out of eight (37.5%) scored 23/25 and four out of eight (50%) scored 15+/25. These score percentages are an improvement from the previous year. Key strategies continue to be utilising precision teaching strategies in class and more focused use of TTRS to support home learning.

Year 2 KS1 Outcomes

There are four children in this class who are pupil premium. Three out of four of these children require ongoing specific support in Reading, Writing and Maths due to identified need.

Reading: 25% disadvantaged achieved EXS+ vs 62% of whole cohort.

Writing: 25% disadvantaged achieved EXS+ vs 58% of whole cohort.

Maths: 25% disadvantaged achieved EXS+ vs 65% of whole cohort.

Year One PSC

Disadvantaged outcomes – 57% of disadvantaged pupils passed vs 71% of whole cohort.

Reception GLD

29% of disadvantaged achieved GLD vs 71% of whole cohort. Nine children didn't achieve GLD, five of these children are pupil premium and four aren't. There are seven children in the class that are pupil premium, two children achieved GLD.

Key challenges are narrowing the gap as early as possible by identifying need and planning targeted intervention to support children to catch up and keep up.

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
Little Wandle – Phonics Programme	Little Wandle
Times Table Rockstars and Numbots	Maths Circle
Accelerated Reader	Renaissance
Spelling Shed	EdShed
IDL	IDLS Group (International Dyslexia Learning Solutions)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: Due to extremely small numbers of pupils in receipt of this funding, we are not publishing specific details so as to protect the anonymity of pupils concerned. Outcomes are included within the wider PP grouping.

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.