

Pupil premium strategy statement – Clyst St Mary Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	10.27%
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)	2024-2027
Date this statement was published	31st December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Louise Herbert
Pupil premium lead	Ellie Wilkinson
Governor / Trustee lead	Lucy Topliss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £41,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	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>	££41,320

Part A: Pupil premium strategy plan

Statement of intent

Clyst St Mary's Pupil Premium strategy aims to improve outcomes for all socio-economically disadvantaged pupils. It pinpoints our focus and resources on this group and their individual needs so that they can flourish.

We aim to do this by embedding our core vision of 'Nurture and Grow Together' through Resilience, Aspiration, and Kindness, so that all pupils, irrespective of their background, develop positive well-being and learning behaviours, making good progress and achieving well across all subject areas.

We want our pupils to be aspirational, believe in themselves, and experience success in our school community and beyond. The focus of our pupil premium strategy is not just on providing support for our pupils, but also on enabling families to access the support they need for their children. We know that working together is vital to improve outcomes for all our pupils and we include provision for all our vulnerable pupils including those who are young carers or supported by social care. The activity outlined in this statement also supports their needs, regardless of whether they are classified as disadvantaged.

Quality teaching, including Ordinarily Available Inclusive Practice (OAIP) in all lessons, is key to our pupil premium strategy plan. This has been proven to have the most significant impact on closing the disadvantage attainment gap and 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.

As well as following best practice guidance from the EFF (Education Endowment Foundation) and OAIP (Ordinarily, Available, Inclusive, Practice) strategies from DCC (Devon County Council) and Whole School SEND.

Our approach will continue to respond to the challenges arising from the pandemic, socio-economic changes, and children's individual needs, based on evidence. The approaches we have decided to follow will help pupils thrive emotionally, reach their full potential in their learning and be prepared for the challenges they face.

To ensure they are effective we will:

- ensure pupils are supported within any wider needs (well-being, SEMH needs. learning behaviours etc,) so that they can better engage with academic work.
- ensure disadvantaged pupils are appropriately challenged in the work that they're set

- act early to intervene at the point need is identified
- maintain a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	National data and in-house assessments show that attainment in maths is below the National average across the school, particularly among our disadvantaged pupils. 38% of the disadvantaged pupils, compared to 62% of non-disadvantaged pupils, achieved ARE at the end of Key Stage 2
2	A greater number of children are falling behind age-related outcomes in speech, language, and communication, including social communication (both at the school and national levels). This has been most marked within our disadvantaged learners and children already with additional needs - especially those who are within our current KS1. Our feeder preschool is reporting a similar increase in SLCN needs.
3	Assessments and observations indicate that the phonics attainment of disadvantaged pupils was lower than that of non-disadvantaged pupils in Year 1.
4	Our discussions and observations with children and families indicate that parental engagement in reading with their children at home and children's choices to read at home have declined, particularly among our disadvantaged children.
5	Our assessments and observations show that pupils with mobility and socioeconomic disadvantages are a concern for the whole school, but this is particularly evident among disadvantaged pupils. 43% of disadvantaged pupils have started school after the reception year.
6	Our assessments, observations, and discussions with pupils and their families have identified increased social and emotional issues for many pupils. There is some increase in dysregulated behaviour and difficulties engaging in learning opportunities. We have also seen more engagement challenges with pupils and their families.

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 all pupils and specifically disadvantaged pupils in the EYFS and KS1	Assessments and observations indicate that oral language skills among disadvantaged pupils have significantly improved. Speech and language assessment show improved scores. At the end of Class R, 70% of pupils will achieve GLD in speaking and listening. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils across the school.	KS2 Maths outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
Improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Children are emotionally regulated and ready to learn.	By the end of the term, 90% of pupils start tasks within 5 minutes of the lesson beginning, as observed during learning walks. Recorded incidents of emotional dysregulation reduce by at least 25% over the academic year for identified pupils.
Improved phonic results in Year 1	25 % improvement in the phonics results by the end of the year for the disadvantaged pupils in Class 1. 50% at ARE in Class 2
Improved reading attainment among disadvantaged pupils at the end of KS1.	75% of disadvantaged pupils will achieve ARE in reading at the end of Key Stage 1.
Improvement in attendance for disadvantaged pupils	The attendance of disadvantaged pupils increases to at least 95% by the end of the academic year.

	The attendance gap between disadvantaged pupils and their peers reduces to no more than 1–2 percentage points.
--	--

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: £ 15,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fluency in Maths The LA Maths advisory team will help the Maths team support staff and ensure mathematical oracy is a strong feature in all classes.	Support from the LA maths Advisory team, to develop a consistency across the school for Talk expectations in Maths.+ ‘ a grasp of mathematical language is important for the development of mathematical ideas’; EEF blog: Promoting high-quality talk in Maths	1
CPD provided by the LA advisor alongside the Subject leads in using diagnostic assessments to identify gaps in learning and moderation for teachers' judgements.	We point to cognitive diagnostic assessments as an emerging solution for providing detailed and precise information about students' thinking that is needed to provide appropriate educational opportunities for students struggling in mathematics.	1
Purchase RWI, a DFE-validated systematic, synthetic phonics programme. The programme includes training for all relevant staff.	This programme has been adopted in full to support staff's continuous professional development. guide to the pupil premium - evidence brief.pdf	1 and 3,4
Identify and embed relevant internal external specialist support.	School Nurses ‘play a key role in reducing health inequalities, reaching out to vulnerable and marginalised young people who may otherwise fall	5 and 6

For example, GRIT, school nurse, Ballons ,Funfit	through the gaps.' https://www.local.gov.uk/publications/school-nursing-looking-after-health-and-wellbeing-school-children#school-nursing-a-brief-history-and-their-importance	
Wellbeing/SEMH Intervention: Small group and 1:1 sessions with SEMH trained TA	Children who are emotionally regulated and in a ready state to learn are better able to access classroom learning. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Although we acknowledge that the evidence is currently limited from the EEF here, we know that previous pupils within our setting have responded positively to this type of in school therapy work which better enables them to be ready to learn and attend school: Social and emotional learning EEF (educationendowmentfoundation.org.uk) • Small group and 1:1 work with SEMH n	
Assessment meetings to discuss and analyse formative and summative assessments of specific pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback Providing feedback is well-evidenced and has a high impact on learning outcomes.	1 and 2
Deliver a program of events to develop parent engagement. Including facilitating attendance at parent meetings. Newsletters, class bulletins. Phone calls and check-ins with disadvantaged pupils parents	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5 and 6

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

Budgeted cost: £16,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language and oracy: Small group work: TA to support Oracy and narrative language development in KS1	Improved early oracy skills link to improved attainment for disadvantaged pupils. High trends between good levels of oracy/language and high achievement at GCSE standards are well reported. EEF reports state that there is very high impact for low cost based on Extensive evidence. Oral language interventions EEF (educationendowmentfoundation.org.uk) • Small group and 1:1 puppet and narrative work.	2
Maths Support on 1 to 1 and small Group basis	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
1 to 1 Support and group intervention in Phonics	Targeted support continuing for specified pupils. 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 1,2 and 4 7 effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3 and 4

Reading Fluency - staff to deliver small group intervention in KS2	EFF evidence demonstrates that adult-led interventions have the highest impact +4m over It led. • RWI interventions • Reading Fluency interventions	4
--	--	---

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Triage		
Support for families to access residentials, trips and after school clubs	Residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting.' https://www.schooltravelorganiser.com/features/evidencerevealed-on-the-impact-of-residential-trips/7385.article	5 and 6
Signpost to HAF holiday programmes onsite for pupils (central funding, not through main school budget)	In partnership with PE provider then HAF programmes have been running at local schools and we signpost. DfE report on holiday learning loss and food hunger https://bit.ly/3JzzGaS	5 and 6
SCARF Health and Wellbeing Workshops-Spring Term Forest School provision to support mental health and wellbeing	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://bit.ly/3pJOC06 Funded from the Sports Budget under Health and Wellbeing	5 and 6
Course on for Supporting attendance for pupils with emotional difficulties	SLT to attend course	5 and 6

Total budgeted cost: £ 41,320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6

Data from the 2023 - 2024 academic year's national assessments and qualifications,

Area		Pupils
Number of Pupils		30
Number of Disadvantaged Pupils		8
Subjects	% D to reach ARE	% all pupils To reach ARE
Reading	62%	80%
Maths	38%	56%
Writing	62%	66%

Year 2 In-house data for 2023-2024

Area		Pupils
Number of Pupils		20
Number of Disadvantaged Pupils		4
Subjects	% D to reach ARE	% all pupils To Reach ARE
Reading	75%	65%
Maths	50%	65%
Writing	25%	50%

EYFS national data 2023-2024

ASSESSMENTS

Item	Clyst St Mary Primary School (2009)		Local Authority - Devon	
	Value		Value	Gap
Good Level of Development ●	66.7%		69.0%	-2.3%
Average no. ELGs at expected	14.6		14.6	0.0
All Goals, Exp+	63.3%		67.9%	-4.6%
Prime Goals, Exp+	66.7%		76.6%	-9.9%
Com. & Lang. Goals, Exp+ ●	66.7%		82.0%	-15.3%
PSE Goals, Exp+ ●	80.0%		84.1%	-4.1%
Phys. Dev. Goals, Exp+ ●	76.7%		86.8%	-10.1%
Specific Goals, Exp+	66.7%		69.6%	-2.9%
Literacy Goals, Exp+ ●	73.3%		71.9%	+1.4%
Maths Goals, Exp+ ●	83.3%		79.1%	+4.2%
Und. The World Goals, Exp+	73.3%		84.3%	-11.0%
Exp. Arts & Des. Goals, Exp+	90.0%		88.8%	+1.2%

● Good level of development = at least expected in all prime, literacy and mathematics goals.

50% of Disadvantaged Pupils made ARE 2023-2024

Review of the intended outcomes of the 2021 - 22 - 2023-2024 Pupil Premier statement.

Intended Outcome

Improve the social skills, resilience, independence and learning behaviours of all learners - including those who are disadvantaged.

The Ofsted Inspection report Sept 2024 evidences that this challenge has been addressed and is a strength of the school. This will remain a target, as SEMH and learning behaviours remain a focus for the school's disadvantaged pupils.

'The programme for pupils' personal development is a strength of the school. Pupils say the school council provides them with a voice in the school. They are proud of the responsibilities they have, such as being buddies to the younger children and as librarians. Pupils have a strong understanding of fundamental British values. They

learn about different faiths and cultures. This helps pupils to understand the importance of tolerance and equality of opportunity’.

Intended Outcome

Children are emotionally regulated and ready to learn (to make the most out of classroom learning and interventions/support).

Behaviour was graded as good in the Ofsted inspection in Sept 2024

Intended Outcome

Staff have a wider knowledge and understanding of SLCN needs and have practical ideas, resources and strategies they can use to support pupils in class and through intervention.

There have been several staff meetings and CPD opportunities for staff to develop skills in providing support for individual pupils, and progress towards this is evident through monitoring, observations, book looks, and pupil voice. This will remain a target across subject areas.

Intended Outcome

Improved reading attainment among disadvantaged pupils.

The Ofsted Inspection report Sept 2024 indicates that this challenge has been partially met but still needs to remain a focus going forward.

‘School leaders have ensured reading is at the heart of the school’s curriculum. Learning to read begins as soon as children start school in Reception. Staff select books that help pupils to learn about diversity and different groups in society. This helps pupils broaden their views of the wider world. Most pupils enjoy reading and being read to by their teachers. However, some of the weakest readers do not have sufficient support. This affects their understanding and they do not progress as well as they should.’

Intended Outcome

Improve Phonics data for all pupils, including disadvantaged ones

The Ofsted Inspection report Sept 2024 stated that

‘The implementation of the phonics curriculum does not always reflect the ambitious intent of leaders. This means that some pupils do not learn phonics well and they have gaps in their phonics knowledge.’

This will remain a target.

Intended Outcome

Improved maths attainment among disadvantaged pupils.

Improving core maths skills

The Ofsted Inspection report Sept 2024 evidences that this challenge started to be addressed but needs to be a focus going forward.

‘The school has recently strengthened the mathematics curriculum. However, inconsistencies remain in the way mathematics is implemented. The teaching of mathematics lacks precision, and learning activities are not routinely matched to the needs of the pupils.’

Intended Outcome

Disadvantaged pupils are equally able to access enrichment opportunities in school.

The Ofsted Inspection report Sept 2024 evidences that this challenge has been achieved and that it needs to be monitored going forward.

‘Pupils, including those with special educational needs and/or disabilities (SEND), are included fully in all aspects of school life. Pupils talk positively about the range of after-school clubs and extra-curricular activities available. Residential at outdoor education centres help to build pupils’ independence and confidence. Pupils have a strong understanding of what it takes to be physically and mentally healthy. They also learn how to stay safe online.’

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

Academic Year: 2023–2024

Total number of Service Pupils: 12

Total SPP funding (£335 per pupil): £4.020

Priority Areas

1. Emotional Wellbeing & Deployment Support
2. Transition & Mobility Support
3. Academic Continuity

Small weekly group or individual sessions for emotional check-ins.

Named a trusted adult available for drop-in support.

New arrival support, buddy system, and learning assessment. (priority for children arriving with the academic year)

1:1 or Small Group Tuition for pupils arriving with gaps or missing curriculum content.

Measuring Impact - Termly focus in assessment meetings.

Lunchtime chill-out club for emotional support.

The impact of that spending on service pupil premium eligible pupils

Year group	Area	Number of pupils	Achieved ARE
EYFS	GLD	1	100%
Yr 1	Phonics	2	0%
Yr 2	RWM	2	50%
Yr 3	RWM	1	0%
Yr 4	RWM	1	0%
Yr 5	RWM	3	66%
Yr 6	RWM	2	100%



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 funding.