

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	169
Proportion (%) of pupil premium eligible pupils	Post LAC 2 FSM 22 Service 6 13.6%
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 Academic year 2025 - 2026
Date this statement was published	31st December 2025
Date on which it will be reviewed	November 2026
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	£40,690
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>	£40,690

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. 61% of the disadvantaged pupils, compared to 69% of non-disadvantaged pupils, achieved ARE at the end of Key Stage 2
2	National data and in-house assessments show that disadvantaged pupils achieve below the national level and below non-disadvantaged pupils in writing at the end of Key Stage 2.
3	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.
4	Assessments and observations indicate that disadvantaged pupils' phonics attainment was lower than that of non-disadvantaged pupils in Year 1.
5	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.
6	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.
7	Our assessments, observations, and discussions with pupils and their families have identified increased social and emotional issues for many pupils but particularly disadvantaged pupils. For these pupils, more than all 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 assessments show improved scores. At the end of Class R, 70% of pupils will achieve GLD in speaking and listening. In Years 1 and 2, evidence will include engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils across the school.	KS2 Maths outcomes in 2025/26 will show that 50% of disadvantaged pupils met the expected standard, and in 2026/27 will show that more than 75% of disadvantaged pupils met the expected standard.
Improve Writing Attainment for Disadvantaged Pupils.	KS 2 Writing outcomes in 2026 -2027 will show that 70% of disadvantaged pupils will achieve ARE.
Improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in anxiety about school and home issues, CPOMs evidence 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.	By 2025/26 50% of disadvantaged children will achieve ARE by the End of Key Stage 1 By 2026/2027, 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.
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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: £ 14,680

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. Focus for EYFS	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 4,5

Identify and embed relevant internal external specialist support. For example, GRIT, school nurse, Ballons ,Funfit	School Nurses ‘play a key role in reducing health inequalities, reaching out to vulnerable and marginalised young people who may otherwise fall 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	6 and 7
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	
Writing moderation meetings across the federation and with other similar schools.	Developing teachers' own professional knowledge and understanding of the expectations of pupils' work to national levels	2
Assessment meetings to discuss and analyse formative and summative assessments of disadvantaged 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 3
Deliver a program of events to develop parent engagement. Including facilitating attendance at parent meetings. Newsletters, class bulletins. Phone calls and check-ins	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	5,6 and 7

with disadvantaged pupils parents		
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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.	1 and 3
Maths and writing 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 and 2
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	4 and 5

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	5
Chill out, clubs and activities	Adult-led, pupil-organised activities during lunch and break times to support wellbeing.	7

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	6 and 7
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	6 and 7
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/3pJ0C06 Funded from the Sports Budget under Health and Wellbeing	6 and 7
Training for Supporting attendance for pupils with emotional difficulties	SLT to meet and discuss actions taken,	6 and 7

Total budgeted cost: £ 41,320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6

Data from the 2024 -2025 academic year's national assessments and qualifications,

Year 6

Area	Pupils			
Number of Pupils	29			
Number of Disadvantaged Pupils Inc. FSM, LAC, POSTLAC, SERVICES FMS6	5			
Subjects	% D to reach ARE	National	% all pupils To Reach ARE	National
Reading	80%	63%	86%	75%
Maths	60%	61%	69%	74%
Writing	60%	59%	72%	72%
RWM	60%	47%	66%	62%

Year 2 In-house data for 2024-2025

Area	Pupils	
Number of Pupils	29	
Number of Disadvantaged Pupils Inc. FSM, LAC, POSTLAC, SERVICES FMS6	4	
Subjects	% D to reach ARE	% all pupils To Reach ARE
Reading	25%	65%
Maths	25%	62%
Writing	25%	55%
RWM	25%	48%

EYFS

Five children were Pupil Premium 0% made ARE

Phonics

Three children were Pupil Premium 66.6% made ARE

MTC

Five children were Pupil Premium, 80% made over 20.

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: 2024-2025

Total number of Service Pupils: 7

Total SPP funding (£335 per pupil): £2,345

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.

Termly group activity to allow pupils to share experiences eg. cooking, craft, challenge.

The impact of that spending on service pupil premium eligible pupils

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

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.