



Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	189(4-11) 216 (2-11)
Proportion (%) of pupil premium eligible pupils	12% of 4-11 year olds (4 PP children currently in nursery)
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)	2023-2026
Date this statement was published	27 th November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Healey
Pupil premium lead	Martin Evely
Governor / Trustee lead	TBA

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,950
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil 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>	£ 61,950

Part A: Pupil premium strategy plan

Statement of intent

At Chulmleigh Primary School, it is our intention to remove barriers to learning and promote high standards of excellence for all pupils. We aim to deliver equal and equitable opportunities in all aspects of the curriculum and school experience.

We are relentlessly ambitious for all pupils and are determined that, irrespective of challenges such as financial deprivation, all pupils make good progress and achieve high standards across the curriculum. For the purposes of this report, the term 'disadvantaged' refers to pupils in receipt of pupil premium funding and those who are disadvantaged due to an additional need. However, we make no assumptions and recognise that pupils who fall into the disadvantaged category have varying experiences and endeavour to treat each pupil as an individual.

All members of staff are responsible for ensuring pupils, deemed disadvantaged, receive high quality educational experiences which allow them to thrive and achieve to the highest possible standard in all aspects of their development. Our Pupil Premium Strategy aims to ensure all pupils, including those considered disadvantaged, have their needs identified early and receive high-quality teaching. We believe that the early identification of needs will ensure gaps in attainment are lessened and, where gaps do exist, they are quickly addressed by high quality teaching and by supporting the whole family. This is proven to have the greatest impact on narrowing the attainment gap and outcomes for pupils across school.

We also foster a bespoke approach. We aim to nurture the passions and abilities of each pupil to encourage them to enjoy lifelong learning and to ensure they are well prepared for the next stage of their education. We pride ourselves on knowing our pupils and their families very well and endeavour to provide family, small group or one to-one support as required to ensure the success of our pupils. We believe that, wherever possible, our pupils and their families should receive our support to address their needs inside and outside of school.

It is our intention to deliver this strategy using robust assessment processes to review and react to outcomes. We will ensure approaches are quality assured regularly and impact reports are shared with stakeholders.

- Our approach to the pupil premium and this strategy promote our Trust values throughout.
<https://www.chulmleigh-primary.devon.sch.uk/page/?title=Our+Values&pid=48>

Challenges

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

Challenge number	Detail of challenge
1	High Level of PP children with SEND
2	Low levels of Oracy and vocabulary acquisition
3	Literacy and Numeracy – Reading and writing and arithmetic
4	Rurality and Social mobility – access to support

5	Mobility impacting on knowledge and acquisition of skills – e.g., problem solving and reasoning.
6	Behaviour for learning

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
Parental engagement to support children’s needs.	Parents feel able to support their children through high attendance and home learning.
Improve and embed the speech and language and communication skills of our pupils.	AR vocabulary and engaging and responding to texts scores improve. Children are able to acquire and retain new knowledge and apply in their learning.
To improve the basic skills in phonics, reading, writing and arithmetic.	Formative assessments show narrowing of gaps. Children make accelerated progress compared to their peers. Precision teaching additional provisions show accelerated progress is being made.
Raising aspirations of pupils, though quality first teaching, good attendance, and enrichment activities	End of Key Stage attainment in line with or above National average. Reduced exclusions and behaviour events. More participation in extra curricular activities.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school vocabulary initiative -explicitly extending pupils’ spoken vocabulary. The use of purposeful, curriculum focused, dialogue and interaction.	EEF toolkit – up to 6 months of additional progress Project 21 resources and strategies being implemented Disadvantaged pupils are provided with ample opportunities to speak with confidence and accuracy throughout school. - Early identification of need ensures speech and language interventions are put in place quickly.	1, 2,3 6

	Feedback EEF T&L toolkit DfE English as an additional language – help for early years provider	
Decision making spelling project	Data from project, run by the NDTSA, shows accelerated progress for schools using this program compared to control schools. This links to oral language interventions and meta-cognition and self- regulation.	1,2,3,6
Knowledge rich curriculum	Access for all to the wider curriculum impacts on overall outcomes ‘Research for Educational Inspection Framework 2017’. Feedback EEF T&L toolkit	1,2,3,4,5,6
Floppy phonics	Literacy audit supported the implementation of a rigorously taught phonics program taught with fidelity. The Rose Report DfE reading framework Phonics toolkit EEF DfE accredited phonics programmes. Phonics strategies, EEF T&L toolkit	1,2,3,5,6
Reading fluency project	Open University and UK Literacy Association ‘Reading for Pleasure’ Project DfE reading framework The Rose Report	1,2,3,4,5,6
National College subscription	The Teachers Toolkit: Raised classroom achievement with strategies for every learner Feedback EEF T&L toolkit Faculty of Education - University of Oulu (Norway) Can virtual reality improve dyslexic English students reading fluency and their emotional valence towards reading?	1,2,3,4,5,6
<i>Mastery Maths</i> - Children are taught fluency and problem solving and reasoning skills to ensure a deep understanding and competency	A Jurassic Maths Hub Project based on the Singapore learning style. This has also been linked to mastery learning a combination of direct instruction and collaborative learning is used.	1,2,3,5,6
Subject specific subscriptions e.g., Historical Association, Geographical Association etc.	The Teachers Toolkit: Raised classroom achievement with strategies for every learner Feedback EEF T&L toolkit Access for all to the wider curriculum impacts on overall outcomes ‘Research for Educational Inspection Framework 2017’. Feedback EEF T&L toolkit	1,2,3,4,5,6
Coaching and mentoring of staff focusses on improving the outcomes for disadvantaged pupils	Feedback EEF T&L toolkit DfE English as an additional language – help for early years provider	1,2,3,4,5,6

IDL Wellbeing programme for targeted mental wellbeing support	The Teachers Toolkit: Raised classroom achievement with strategies for every learner Feedback EEF T&L toolkit Faculty of Education - University of Oulu (Norway) Can virtual reality improve dyslexic English students reading fluency and their emotional valence towards reading?	1,2,3,4,6
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £21,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions, precision teaching and support in class	The Teachers Toolkit: Raised classroom achievement with strategies for every learner Feedback EEF T&L toolkit	1,2,3,4,5,6
IDL programme	The Teachers Toolkit: Raised classroom achievement with strategies for every learner Feedback EEF T&L toolkit Faculty of Education - University of Oulu (Norway) Can virtual reality improve dyslexic English students reading fluency and their emotional valence towards reading?	1,2,3,4,6
Accelerated Reader programme	Reading 5x per week for 20 minutes is required to sustain age-appropriate progress in reading. Accelerated Reader (KS2) allows this to be monitored and to ensure that children are reading books that match their reading skills which promotes a love of reading. Feedback EEF T&L toolkit. Open University and UK Literacy Association 'Reading for Pleasure' Project DfE reading framework The Rose Report	1,2,3,4,5,6
Breakfast Club places for disadvantaged pupils.	EEF Report - Magic Breakfast DfE - Evaluation of breakfast clubs in schools with high levels of deprivation'	1,2,3,4,5,6
Book Club for disadvantaged pupils	Nuffield Foundation - The value of after-school clubs for disadvantaged children EEF 'Extending school time'	1,2,3,4,5,6
Extra sport coaching from Plymouth Argyle coaches	Nuffield Foundation - The value of after-school clubs for disadvantaged children	1,2,3,4,5,6

	EEF 'Extending school time'	
Relational plans for disadvantaged pupils that require	Feedback EEF T&L toolkit Nurture UK EEF T&L toolkit (social and emotional learning) Daniel Hughes – PACE	1,2,3,4,5,6
Engagement targeting for events and experiences throughout the year.	Feedback EEF T&L toolkit Daniel Hughes – PACE	1,2,3,4,5,6
Financial support - Support for music lessons	Sutton Trust, promoting access to schools and academic achievement	1,2,3,4,5,6

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

Budgeted cost: £10,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Monitoring of attendance and engaging with families and AIO/Early help</i>	DfE Working together to improve school Attendance. EEF -Improved tracking of attendance and improved engagement with external agencies leads to better outcomes. EEF Report - Magic Breakfast DfE - Evaluation of breakfast clubs in schools with high levels of deprivation'	1,2,3,4,5,6
Outdoor Play and Learning (OPAL) implemented at playtimes and lunchtimes.	An independent evaluation was commissioned by Play England and academics. This demonstrated the effectiveness of OPAL.	1,2,3,4,5,6
Relational plans for disadvantaged pupils that require	Feedback EEF T&L toolkit Nurture UK EEF T&L toolkit (social and emotional learning) Daniel Hughes – PACE	1,2,3,4,5,6
<i>1 Decision program introduced to support PSHE, wellbeing and children's attitudes to learning</i>	Improved wellbeing and attitudes to learning for all, which promotes cultural capital.	1,2,3,4,5,6
'Normal magic' additional intervention club for disadvantaged pupils.	Nurture UK EEF T&L toolkit (social and emotional learning) Daniel Hughes – PACE.	1,2,3,4,5,6
Pupils have leadership opportunities - support for pupils to lead activities in the	Nurture UK EEF T&L toolkit (social and emotional learning) Daniel Hughes – PACE.	1,2,3,4,5,6

playground and to take on responsibility around the school (lunchtime jobs)		
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Total budgeted cost: £61,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Standardised teacher led tests were used for end of KS1 and end of KS2 assessments.

At KS1 in 2023, the pupil premium pupils achieved a scaled score average of 102.2 for reading and 101.6 for maths.

At KS2 in 2023, the pupil premium pupils achieved an average scaled score of 101.6 in reading, 98.5 in writing and 98.9 in maths.

In other years, NFER and White Rose Maths assessments were carried out. These showed that the focus on maths has paid off and that FSM children's progress and attainment was higher for most children than had been estimated (FFT pupil tracker). Success was not so evident for this group of children in Writing again and this has informed our plan for this year.

Intended outcome 1: Disadvantaged pupils receive high quality teaching throughout their primary education to ensure accelerated progress and bring them in line with peers.

- A new ambitious curriculum has been introduced and teachers have been provided with training to ensure successful implementation for all children as well as training to adapt this curriculum to meet the needs of disadvantaged pupils when necessary.
- Subject Leaders participate in Trust wide CPD to ensure the curriculum provision in school is high quality and in line with Trust wide and national expectations.
- IDL has been launched. This offers high quality 1:1 precision teaching.

Intended outcome 2: Disadvantaged pupils develop strong language skills over the course of the primary education to ensure they are well prepared for KS3.

- Staff have received training to ensure their assessments of S&L needs are highly effective and that programmes for the teaching of S&L are tightly matched to individual needs.
- Vocabulary acquisition has been a focus of reading sessions and good practice from the Reading Framework have been followed by staff.
- Vocabulary acquisition is a key feature of all lessons and children are beginning to develop wider understanding.

Intended outcome 3: Disadvantaged pupils receive an inspiring broad and rich curriculum experience through their primary education.

- Our new curriculum has been introduced to raise expectations for all children.
- Staff training has been developed alongside the new curriculum launch to allow teachers and support staff to focus on the lesson delivery matching the needs of all pupils vulnerable to underachievement.
- Quality first teaching is a key focus of school improvement and CPD processes to ensure universal provision is of the highest standard.

Intended outcome 4: Disadvantaged pupils are provided with the skills and knowledge required to maintain good mental health.

- The school offers a very wide range of support for all children in developing good mental health habits including:
 - 'Roots' club – social skills group
 - Wildlife Champions Wellbeing group
 - SCARF programme - target programme delivered by school to support children in

developing the skills required to manage the issues they face during childhood
 - Mental Health First Aiders – The school has ensured at least 10% of staff have been trained at Mental Health First Aiders to support both pupils and staff.

Intended outcome 5: Disadvantaged pupils engage with reading.

- Book clubs have provided targeted support for disadvantaged pupils to attend.
- Disadvantaged pupils have been encouraged to complete homework and reading in order to become lovely learners and to receive a postcard home.
- Disadvantaged pupils, who do not read at home, have had priority access to one-to-one reading sessions.
- Reading books have been purchased with greater emphasis on diversity and inclusion
- Floppy phonics books have been purchased to support early reading for all pupils.
- Timetables and staffing structures have been reviewed to ensuring increased reading time in school.

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
Floppy's Phonics	Oxford University Press
Accelerated Reader	Renaissance Learning
CPOMS	
IDL	
Times Table Rock Star	
Mathletics	
Mastery for Maths in Early Years – Jurassic Math Hub	
Devon's reading fluency project	

Service pupil premium funding (optional)

<i>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</i>
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.