Feniton C of E Primary School 2026-27	Hope I Empathy I Achievement I Reflection I Thankfulness

Pupil Premium Strategy Statement

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	195
Proportion (%) of pupil premium eligible pupils	Pupil Premium: 28 14% Services: 4 2% Total: 32 16%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years 2026-27
Date this statement was published	October 2026
Date on which it will be reviewed	Half termly
Statement authorised by	Amanda Fulford, Executive Headteacher
Pupil premium lead	Louisa Mansfield Head of School
Governor / Trustee lead	Sarah Walls, Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,490
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£49,490

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Part A: Pupil premium strategy plan

Statement of intent

At Feniton Primary, our intention is that all pupils, irrespective of their background or the challenges they face, receive the highest quality of education and reach their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Our vision for all pupils is for them to believe and achieve to be the best that they can be.

When making decisions about using Pupil Premium funding it was important to consider the context of the school, and the subsequent challenges faced. Research conducted by EEF was then used to support decisions around the usefulness of different strategies and their value for money.

We have considered the challenges faced by vulnerable pupils, such as those who have a social worker and who are young carers and the bespoke support they may require. The actions we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has been 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Remove barriers to learning created by poverty, family circumstance and background
- Act early to intervene at the point need is identified
- Adopt 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	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate **underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.** These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Speaking and listening skills, acquisition and application of vocabulary and breadth of opportunities to talk are key areas to develop and will have a positive impact on outcomes in writing.
2	**School attendance** is a significant problem in England. Evidence suggests many students with poor attendance are likely to be those from disadvantaged backgrounds.

	Research has found that poor attendance at school is linked to poor academic attainment across all stages. Recent historical attendance data in school, suggests our disadvantaged pupil have poorer attendance rates than their non-disadvantaged peers.
3	**Reading and phonics.** To ensure that children pass the phonic screening check (PSC) in Year 1, and as such, are able to access their curriculum fully. Learning to read is hugely important for social, cultural and economic reasons. For those children that are not spoken to regularly at home they begin school with significantly less vocabulary than those children who are spoken to. The only effective way to close this gap is for children to be taught to read as soon as they start school. In this way they have do not have to rely on adults. Children who become engaged with reading can make huge progress in their literacy development through their independent reading. Ensuring that all our pupils become engaged with reading is one of the most important ways to impact positively on a child's writing outcome and to make a different to their life chances.
4	The learning gaps identified by subject reviews of content – using the NCETM Ready To Progress Criteria and Mastering Number resources, indicate that many of our disadvantaged learners are not **working at age related expectations in Maths.** This has identified gaps in key number facts from Year 1 upwards, which is impacting a good level of progress of many disadvantaged pupils.
5	Due to the lack of available support services coupled with adverse childhood experiences, there has been an increase in families requiring **early help support.** Low self-esteem and self-efficacy have resulted in low stamina and concentration as well as lower ability to concentrate and take risks in class. This has led to more of our pupils requiring additional support to be successful at school. A range of therapeutic practices, alongside quality first teaching, tutoring, feedback, growth mindset, intervention, and collaborative learning is required to accelerate this high impact intrinsic aspect to learning and progress.

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
For our disadvantaged learners to be confident communicators using a wide range of vocabulary and oracy skills to successfully access the whole school curriculum.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including learning walks, pupil book study and ongoing formative assessment. A higher level of language acquisition across the curriculum as evidenced through closing the gap in reading and writing progress and attainment between disadvantaged and non-disadvantaged learners.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 0.3 %, and there being no

	attendance gap between disadvantaged pupils and their non-disadvantaged peers • the percentage of all pupils who are persistently absent being below 8% Weekly attendance data, PPG provision map
All pupils will be confident readers by the end of KS1.	All staff are trained and supported in delivering the rigorous and systematic phonic programme. All staff deliver phonics effectively. Led and managed effectively. Children are exposed to high quality texts and empowered to develop a love of reading for pleasure. The end of year attainment data across all year groups compares favourably with the attainment of disadvantaged pupils nationally and is broadly in line with the attainment of non-disadvantaged pupils in our school. PSC results, Twinkl assessment data, quality assurance through learning walks and pupil book study.
Number skills will not inhibit reasoning and mastery across the curriculum.	All staff are trained and supported in delivering the rigorous and systematic Mastering Number and Number Sense programmes. Children introduced and taught the key set of additive calculation facts in KS1 and multiplicative facts in KS2, so they are learnt to automaticity. The end of year attainment data across all year groups compares favourably with the attainment of disadvantaged pupils nationally and is broadly in line with the attainment of non-disadvantaged pupils in our school. Mastering Number teacher formative assessment and summative termly assessments, Number Sense booklet results, MTC data, end of KS1 non statutory assessment, end of KS2 statutory assessments.
All pupils, particularly our disadvantaged pupils, will have a positive attitude to their learning and show resilience when facing challenges in their learning.	Pupils will be offered a broad PSHRE curriculum, teaching a range of strategies to support well-being. All pupils will have Forest Schools Lessons throughout the year, as well as having access to the Sensory Garden. Other services will be sourced for children who require tailored additional support. Qualitative data from pupil voice, pupil and parent surveys and teacher observations. Curriculum quality assurance. SEND parent questionnaire.

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:

Activity	Evidence that supports this approach	Cost
Forest School Training	Having historically used The Outdoors Group for our Forest School provision we decided that both in terms of finance and sustainability it was better to train an in-house Forest School Leader to work across the Federation for two days per week.	£500

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

Budgeted cost:

Activity	Evidence that supports this approach	Cost
Speech and Language Assessment and Interventions – Elklan / Treetops	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	£5050 TJ half a day a week to complete assessments and set up interventions. £4000 LC half a day a week to ensure high quality provision across the early years
Additional maths sessions targeted at pupils who require further support. This will be delivered in collaboration with the Maths hub.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	Mrs Leighton to lead on Maths "keep up sessions" 3 x weekly. £3000
Play Therapy	Due to a number of children who have experienced trauma and other ACES we have seen the need increase for Play Therapy in our most vulnerable groups.	£4320
Teaching Assistant support for reading and wider curriculum areas.	All TAs across our school are part funded by the PP budget. We take a whole school approach to supporting our more disadvantaged families. "It takes a village to raise a child". This is an African proverb that means that an entire community of people must provide for and interact positively with children for those children to experience and grow in a safe and healthy environment. We are investing in, and training, our TAs to help them not only assess and run interventions and supporting the teachers linking learning back to the class, but also to understand	Staffing to support pupils £25,000

	and follow our restorative behaviour approach, to be there to provide emotional support to our most vulnerable children. EEF Guidance Report Making Best Use of Teaching Assistant acknowledges that TAs help to ease workload stress, reduce classroom disruption and allows teachers more time to teach. This means that teachers are able to give increased attention and support for learning for those pupils who struggle the most and has an indirectly positive effect on the learning of the rest of the class.	

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

Budgeted cost:

Activity	Evidence that supports this approach	Cost
Improve the quality of social and emotional learning. Forest School sessions led by Sarah Kerr for each class. High quality PSHRE to meet needs of children to also incorporate financial education.	EEF Evidence shows that social and emotional skills need to be explicitly taught and reinforced through whole school ethos and activities. eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf Children thrive within environments that support their individual and diverse development needs. Enabling Environments offer children security, comfort, choice, engagement and opportunity. Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, in dependence and collaboration. Time outdoors benefits children by offering unique opportunities. Source – Early Education (2021) Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage. A growing body of research evidence has demonstrated the benefits of Forest School including improvements in: Social and emotional development, academic attainment, school attendance and environmental attitude and knowledge. Source - Forest School for Wellbeing: Supporting children and young people with social and emotional needs. (2021) Harriet Menter and Lucy Tiplady.	£4,000 (Sarah Kerr)
Subsidy for school visits, extracurricular clubs and residentials to	Schools can respond to the complexity of disadvantaged pupils' needs by employing strategies specifically targeted at supporting pupils from disadvantaged backgrounds. Source - Supporting the attainment of disadvantaged pupils Briefing for school leaders (2015) DFE	£500 Uniform

provide financial support to families.	The school aims to ensure our PP children can participate in the curriculum and enrichment activities at least at an equal level. For example, 75% reduction in all extra curricular fee paying activities , priority access to all clubs and first selection for enrichment activities off site. We want to raise the Cultural capital for these children to ensure that disadvantaged pupils are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to. PP children's involvement in extracurricular activities allows opportunities for our PP children to socialise and develop relationships with a diverse mix of students across the school.	£1,500 Music Lessons £1,200 Breakfast and After School Club

Total budgeted cost: £49,490

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment data indicates that the focus on phonics and reading fluency in KS1 and LKS2 is having a positive impact, with our disadvantaged pupils performing better than non-disadvantaged pupils nationally. This focus, alongside targeted interventions, needs to be built on next academic year, with the impact then being shown UKS2.

Maths – additive and multiplicative fluency is a focus for the school. Feniton is working with the Jurassic Maths Hub and teachers are part of the Mastering Number programme. This programme focuses on the development of early factual fluency and key number facts. They are receiving training and support for the implementation of this programme. Internal data is showing a positive upward trajectory in KS1 and more pupils achieved GLD in this strand compared to county data.
The implementation of Number Sense is now in its second year. The Year 4 multiplication check results were significantly higher again this year, and we are continuing to focus on successful targeted intervention for those pupils who have been identified as needing extra time and practise to embed key facts and concepts.

The school aims to ensure our disadvantaged children can participate in the curriculum and enrichment activities at least at an equal level with their non disadvantaged peers. This has been achieved with all disadvantaged pupils accessing all trips and residentials with the support, where needed, of the school and the premium being used to fund musical instrument lessons for those who request them.
We will continue to raise the cultural capital of our disadvantaged children to ensure that they are provided with the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to.

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
Devon Schools Library Subscription	Devon Library Service
White Rose Maths	White Rose Maths
IDL multi-sensory online programme to support literacy skills.	IDL
Google Workspace to support remote learning	Google
Twinkl Phonics	Twinkl
Number Stacks Intervention	Number Stacks