

Pupil premium strategy statement – Charmouth Primary School

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

All schools that receive pupil 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 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	81
Proportion (%) of pupil premium eligible pupils	24.7%
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)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jay Owens
Pupil premium lead	Jay Owens
Governor / Trustee lead	Dr. Carolyn Bromfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,190
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>	£ 26, 190

Part A: Pupil premium strategy plan

Statement of intent

At Charmouth Primary School, our objective is to ensure that all pupils, particularly those from disadvantaged backgrounds are successful academically, socially and emotionally. We believe that by giving them quality first teaching and providing targeted support that we are able to support children from disadvantaged backgrounds to close the gap.

The support that we outline in this document will provide support for all children as well as those with identified disadvantage. It is intended that with the provision that is in place for this year that the attainment of all children will be sustained and that the gap between disadvantaged and other children will close.

The main focus of our approach is the continued development of high-quality teaching. In particular, we will focus on improving the precision of the teaching of maths number facts and the refinement of our synthetic phonics teaching. Staff development will be prioritised to build capacity for continued improvement in the offer for disadvantaged pupils.

Our strategy is in response to assessment and other data and aims to focus on the identified gaps, not be based on assumptions of the need of disadvantaged pupils. In addition to this, we will use other forms of data, including attendance and behaviour to inform our actions.

Challenges

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

Challenge number	Detail of challenge
1	Assessments show that year 1 phonics there is a weakness in reading with disadvantaged pupils. Observations show that there is a need to develop reading culture within the school across all year groups and a focus on improving the teaching of reading skills across the school.
2	Assessment data shows that children in year 4 have weaknesses in multiplication and the average score is below national average. There is a similar picture in KS1 classes, where children are not secure in their basic number facts.
3	Attendance data shows that there is a high level of persistent absenteeism and that attendance percentages are not at the national target percentage.

	Observations and discussions have shown that there are varied challenges around attendance that require specific interventions and support.
4	High levels of SEND need in disadvantaged pupils 55% compared to 27% identified SEND need for non-disadvantaged pupils.

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 teaching of reading skills and the development of precision of phonics teaching and fidelity to the read write Inc. scheme.	Assessment data in year 1 will show improved outcomes for all children and in particular disadvantaged children. All year groups will show improvements in reading.
Improve reading attainment among disadvantaged pupils.	Cohorts will show accelerated progress in reading, particularly in year one in phonics. KS2 outcomes for reading will improve for all children particularly those with disadvantage.
Improve attainment in year four times table checks.	The year four cohort will make good progress in times tables and disadvantaged pupils will have made significant progress.
Persistent absenteeism will decrease and children who are in disadvantaged groups will show an increase in average percentages.	Reduced persistent absenteeism in all groups. Increasing percentages of attendance in all groups.
Universal provision for disadvantaged pupils with SEND and all pupils will improve.	Ordinarily available provision will be demonstrated in each classroom. Children with disadvantage and SEND will show accelerated progress and inclusion culture will develop.

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: £ 13,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of phonics teaching through partnership with English Hub.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1
Engagement with the maths mastery programme by the maths subject lead. Engagement with NPQ in maths by the maths lead. Mastering number programme. Staff development led through staff meetings.	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. EEF – Maths Mastery	2
Daily Fluency Times tables teaching – recall and conceptual understanding. New scheme to support the development of times table knowledge in KS2. Including staff development. Staff development. Further development using TT rockstars.	Repeated practice is a key element in developing proficiency and mastery. Research highlights that practice should be purposeful, structured, and spaced over time to consolidate learning and build deeper understanding. This approach not only strengthens retention but also develops critical thinking and adaptability, ensuring that learners are not just performing tasks but truly mastering concepts. EEF – repeated purposeful practise	2
Develop ordinarily available provision in all year groups. Development of OAP WESEND SEND network meetings	The Ordinarily Available Provision framework provides clear, evidence-based strategies to support the learning and development of all pupils, including those with special educational needs (SEN), within mainstream schools. It benefits schools by promoting an inclusive approach that integrates high-quality teaching, targeted interventions, and effective classroom adaptations. By focusing on universal practices, such as scaffolding, differentiated instruction, and consistent routines, it helps meet diverse	1, 2, 3, 4,

	needs without relying solely on additional resources. https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 6547.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced class sizes for phonics.	Reducing class size has a positive impact of, on average, +2 month progress. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive EEF - reducing class size.	1
Small group tuition for phonics in EYFS	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. EEF small group tuition	1
<i>Reduced class sizes for Maths</i>	Reducing class size has a positive impact of +2 month, on average. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive EEF - reducing class size.	2

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

Budgeted cost: £ 6547.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of a whole school approach to attendance.</p> <p>Development of an attendance team who work with families to identify barriers and strategies to support.</p> <p>Individual attendance meetings</p>	<p>There is no one-size-fits-all approach to improving attendance. Knowing and understanding your pupils, their families, their influences, and their specific challenges can help you diagnose some of the underlying causes of absence and more clearly define the problem. It can also help to understand individual barriers to attendance and learning and help choose effective targeted approaches.</p> <p>EEF - building a holistic understanding</p> <p>EEF – Effective communication with families</p>	3
<p>Therapeutic thinking training for HoS</p> <p>Top up for SENDCO</p> <p>Staff meetings</p>	<p>The EEF's Improving Behaviour in Schools report highlights six key strategies to enhance behaviour and learning: understanding pupils and their influences, teaching positive learning behaviours alongside managing misbehaviour, and using simple, consistent approaches like clear routines and specific praise. Effective classroom management techniques are essential for promoting good behaviour and engagement, while targeted strategies are necessary to support individuals with more complex needs. A consistent, whole-school approach to behaviour policies ensures clarity and stability, fostering an environment where all pupils can thrive.</p> <p>EEF – Improving behaviour in schools</p>	

Total budgeted cost: £ 26,190

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the academic performance of children in the previous academic year and compared our data with national assessment data.

The data showed that:

- In EYFS disadvantaged children who met GLD was higher than national average. The percentage of disadvantaged children who met GLD was higher than non-disadvantaged children.*
- Year one phonics data for disadvantaged children was significantly below the national average and below the school average for all children.*
- Disadvantaged children performed significantly below others for the year 4 multiplication check.*
- Disadvantaged children achieved better outcomes than non-disadvantaged children in writing.*
- Reading was strong for disadvantaged pupils in KS2 cohort, but not in other year groups.*
- Although KS2 outcomes for the year 6 cohort were strong for disadvantaged groups, other year groups showed that there were weaknesses in maths core skills.*

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
N/A	N/A

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>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

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.