

Pupil premium strategy statement – Charmouth 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	76
Proportion (%) of pupil premium eligible pupils	23.6%
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)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£ 28, 657
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>	£ 28, 657

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.

The majority of Pupil Premium funding is invested in high-quality teaching and whole-school improvement. This aligns with EEF guidance that high-quality teaching is the most effective lever to improve outcomes for disadvantaged pupils. Targeted academic support and wider approaches are layered in response to individual barriers and diagnostic assessment.

Impact will be monitored through half-termly progress meetings, moderation activities, assessments, attendance analysis, and SEND/OAP learning walks. Findings will adapt the strategy as part of an implementation cycle.

Challenges

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

Challenge number	Detail of challenge
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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 65% compared to 32% identified SEND need for non-disadvantaged pupils.
5 (Added 2025-2026)	Assessment data shows that there is a weakness in outcomes for KS2 mathematics. 80% of all pupils achieved ARE+ vs. 66% for 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.

Added 2025-2026: Close the KS2 Maths Attainment Gap among disadvantaged pupils.	Disadvantaged pupils make accelerated progress in maths across the year The attainment gap in maths between disadvantaged and non-disadvantaged pupils reduces
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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: £ 14,328.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop phonics teaching - including the training of new staff to reduce group numbers.</p> <ul style="list-style-type: none"> All new and existing staff (teachers and TAs) will receive Read Write Inc. (RWI) training to ensure full fidelity to the programme. Increase the number of phonics groups to ensure teaching is delivered in smaller, more targeted sets with closer matching to pupil need. Weekly phonics coaching sessions led by the reading/phonics lead, including drop-ins, team teaching, and feedback. Half-termly assessments using the RWI assessment cycle to regroup pupils based on current need, ensuring disadvantaged pupils make rapid progress. Daily tutoring sessions for disadvantaged pupils who need additional blending or segmenting practice. Parent workshops and recorded videos to support home reading routines, with targeted follow-up for families of disadvantaged pupils. 	<p>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</p>	1
<p>Engagement with the maths mastery programme by the maths subject lead.</p>	<p>The impact of mastery learning approaches</p>	2

<p>Engagement with the Jurassic maths hub to continue to develop high quality maths teaching.</p> <ul style="list-style-type: none"> • Maths subject lead to participate in Jurassic Maths Hub Work Groups focused on embedding mastery principles, number sense, and curriculum coherence. • Leadership release time allocated for the subject lead to implement revised approaches across the school, including modelling lessons, supporting planning and facilitating teacher CPD. • Participation in mastery training to strengthen understanding of small steps teaching, coherence, representation and structure, mathematical thinking, and variation. • Use diagnostic assessments to identify specific gaps in disadvantaged pupils' number knowledge, informing targeted in-class scaffolding and fluency practice. • Introduce or refine daily fluency routines (e.g., subitising, number facts rehearsal, procedural variation tasks). • Regular book looks and lesson visits to monitor fidelity to mastery principles, including use of manipulatives, questioning, and variation. 	<p>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.</p> <p>EEF – Maths Mastery</p>	
<p>Daily Fluency Times tables teaching – recall and conceptual understanding.</p> <p>Continue to develop scheme to support the development of times table knowledge in KS2. Including staff development.</p> <p>Staff development.</p> <p>Further development using TT rockstars.</p> <ul style="list-style-type: none"> • Implement a daily fluency session focused on both <i>recall</i> and <i>conceptual understanding</i> of multiplication and division facts, using structured rehearsal and varied representations. • Continue to develop and embed a consistent whole-school approach to times tables teaching, supported by a new KS2 times tables scheme aligned with mastery principles. • Staff development to ensure teachers and support staff confidently deliver fluency sessions, with a focus on cognitive load, spaced practice, retrieval practice, and use of manipulatives to deepen conceptual understanding. 	<p>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.</p> <p>EEF – repeated purposeful practise</p>	2

<ul style="list-style-type: none"> • Weekly low-stakes quizzes and diagnostic checks to track fluency, identify misconceptions early, and provide targeted support for disadvantaged pupils. • Use TT Rockstars consistently across KS2 to increase rehearsal, engagement, and purposeful practice. Specific monitoring of disadvantaged pupils' participation and progress to close identified gaps. • Regular modelling and coaching from the maths lead to ensure fidelity to fluency routines and high-quality questioning. • Structured intervention groups for pupils who are not on track for the Y4 Multiplication Check, including pre-teaching and precision-teaching of key facts. 		
<p>Develop ordinarily available provision in all year groups.</p> <ul style="list-style-type: none"> • Embed a consistent whole-school approach to OAP using the First Federation Ordinarily Available Provision framework, ensuring high-quality, inclusive classroom practice for all pupils—particularly those who are disadvantaged and/or have SEND. • Provide staff training on key elements of OAP including scaffolding, adaptive teaching, pre-teaching, explicit instruction, modelling, and use of visual supports. • Develop school provision maps to ensure each classroom has a clear, consistent set of universal strategies in place, with disadvantaged pupils' needs explicitly considered. • Regular SEND/OAP learning walks led by the SENCO and Head of School to monitor fidelity to inclusive approaches and ensure consistency across year groups. • Increase use of graduated response cycles (assess–plan–do–review) within classrooms to reduce reliance on external interventions and strengthen universal provision. • Introduce or refine regulation and routine-based approaches (e.g. Zones of Regulation, calm starts, visual timetables) to improve readiness to learn and support SEMH needs. • Develop a shared vocabulary and approach to adaptive teaching so that disadvantaged pupils with SEND can access class teaching without over-dependence on 1:1 adult support. • Ensure teaching assistants receive development in purposeful deployment, scaffolding strategies, and supporting independence. 	<p>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 needs without relying solely on additional resources.</p> <p>https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/</p>	<p>1, 2, 3, 4,</p>

<ul style="list-style-type: none"> Implement pupil voice and parent voice activities to evaluate the impact of universal provision and identify further barriers for disadvantaged pupils with SEND. 		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 7164.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced class sizes for phonics. <ul style="list-style-type: none"> Increase the number of phonics groups by deploying additional trained staff, allowing for more targeted instruction and reducing cognitive load for early readers. Conduct half-termly phonics assessments to regroup pupils promptly and ensure disadvantaged pupils are prioritised for the smallest, most focused groups where needed. Monitor fidelity and consistency through phonics drop-ins, coaching sessions and practice development led by the reading/phonics lead. 	<p>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</p> <p>EEF - reducing class size.</p>	1
Small group tuition for phonics in EYFS <ul style="list-style-type: none"> Deliver targeted small-group phonics sessions for EYFS pupils who are not yet secure in early blending, early GPC recognition, or oral segmenting skills. Use assessment information from baseline and half-termly RWI assessments to identify children requiring extra practice and tailor sessions precisely to individual next steps. Provide training and coaching for EYFS staff to ensure high-quality, consistent delivery of small-group phonics, including correct pronunciation of pure sounds and effective use of Fred Talk. Maintain communication with families to share progress and provide simple phonics activities to 	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>EEF small group tuition</p>	1

reinforce learning at home, particularly for disadvantaged pupils.		
Close the KS2 Maths Attainment Gap <ul style="list-style-type: none"> Implement a <i>Daily Number Facts Intervention</i> (10 minutes per day) for PP pupils using a structured sequence. Use pre- and post-unit diagnostic checks to identify missing foundations. Provide TA-led precision teaching for PP pupils 2–3 times per week PP pupils given enhanced monitoring on TT Rockstars with weekly check-ins. Maths lead provides coaching to ensure manipulatives and representations are consistently used for disadvantaged pupils. 	EEF improving mathematics The EEF highlights that daily, structured fluency practice (spaced practice, retrieval, rehearsal of number facts) improves mathematical proficiency. Number fact fluency is shown to underpin later problem-solving success.	5

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

Budgeted cost: £ 7164.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a whole school approach to attendance. <ul style="list-style-type: none"> Development of an attendance team who work with families to identify barriers and strategies to support. Conduct individualised attendance meetings with parents of pupils whose attendance falls below thresholds (e.g., 95%, 90%), using a supportive, problem-solving approach to understand the specific barriers faced by each family. Implement personalised support plans for disadvantaged pupils with low attendance. Use of pastoral support teaching assistant to meet with families to plan for attendance support. 	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.	3

	EEF - building a holistic understanding EEF – Effective communication with families	
Strengthening Behaviour, SEMH Support and Inclusive Practice <ul style="list-style-type: none"> • Therapeutic thinking training for HoS • Staff meetings designated to address specific SEMH need and develop inclusive practise. • Time to support SEMH needs within OAP. • Implement recommendations on EEF improving schools behaviour report. 	<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: £ 28, 657

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have conducted a detailed analysis of the performance of our school's Pupil Premium pupils during the previous academic year, utilising both national assessment data and our internal summative and formative assessments. To contextualise this performance, we compared the outcomes of our disadvantaged pupils with those of both disadvantaged and non-disadvantaged pupils at the national and local levels.

The analysis highlights that many disadvantaged pupils at our school make a secure start in the Early Years Foundation Stage (EYFS), with the percentage achieving a Good Level of Development roughly in line with the national average for disadvantaged pupils and aligning closely with the performance of non-disadvantaged pupils within our school. This secure early start is reflected in early reading development; however, in the phonics screening check, 0% of disadvantaged pupils achieved the expected standard. This figure represents one pupil whose outcome was significantly affected by challenges linked to attendance and behaviour, both of which have been addressed. In comparison, 83% of all pupils at the school achieved the expected standard. Notably, disadvantaged pupils who undertook the Year 2 phonics resit achieved a 100% pass rate.

At Key Stage 2, disadvantaged pupils at our school significantly outperformed their disadvantaged peers nationally in both reading and writing, and they also outperformed all pupils in these subjects within our school. There continues to be an attainment gap for disadvantaged pupils in mathematics. In addition, Year 4 phonics scores improved for all pupils, and disadvantaged pupils performed similarly to their peers with an average score of 17.

Our review of the strategies implemented over the last academic year demonstrates the success of our teaching approaches and broader initiatives. These strategies have been instrumental in providing an education which supports children to reach their full potential. The school is now working on the next phase of our strategy.

We have carefully reviewed our three-year strategic plan and, based on updated challenges identified for our Pupil Premium cohort, have revised three-year strategy to include a new target and more specific detail in some areas. This plan outlines how we intend to allocate our budget this academic year to continue supporting our Pupil Premium pupils effectively.

Success Criteria Met

**On track to meet
success criteria**

**Started but not on track
to meet success criteria**

Not yet started

Intended Outcome	Success Criteria	24-25	25-26	26-27
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.			
Added 2025-2026: Close the KS2 Maths Attainment Gap among disadvantaged pupils.	Disadvantaged pupils make accelerated progress in maths across the year The attainment gap in maths between disadvantaged and non-disadvantaged pupils reduces			

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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.