

Pupil premium strategy statement – Filleigh Community 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	66
Proportion (%) of pupil premium eligible pupils	28%
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)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Alison Mackey (Executive Headteacher)
Pupil premium lead	Liz Eggleton (Head of School)
Governor / Trustee lead	Chris Dack (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33577
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>	£33577

Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	Attainment data and reviews of pupil learning: - Limited early language development - Gaps in phonics, reading fluency, and comprehension - Restricted vocabulary and background knowledge - Inconsistency in writing stamina and independence
2	Social & Emotional Barriers: - Low self-confidence and resilience - SEMH needs linked to anxiety, trauma, and low self-esteem - Limited access to external services due to rurality
3	Attendance data and levels of persistent absence: - Persistent absence for a small but significant group of PP pupils - Impact of transport, rural living and family pressures/commitments
4	Wider Barriers: - Reduced access to cultural and enrichment opportunities - Financial barriers - Parental confidence in supporting learning at home

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
Diminish differences in attainment, progress, attendance, and wider outcomes between disadvantaged pupils and their peers.	- PP pupil attainment and progress will be equal to that of their non-PP peers - Improve attainment outcomes for PP pupils over time
Ensure disadvantaged pupils experience high-quality teaching, strong pastoral support, and rich opportunities.	- PP pupils to access high quality teaching for 100% of their - PP pupils to access timely and effective pastoral support, the impact of which is closely monitored and evaluated to ensure it continues to be fit for purpose

	- PP pupils access the same wider curriculum opportunities (e.g. trips) as their non-PP peers
Remove barriers related to attendance, early language, reading, SEMH needs, and enrichment.	- SALT needs are identified quickly in the early years and timely and efficient interventions are put in place to help disadvantaged pupils catch up and keep up - Gaps in phonics knowledge are quickly identified in the early years and pupils are supported through the Little Wandle catch up program - Early Help offered to disadvantaged families at the earliest incidence, to quickly support and provide appropriate signposting to services - PP pupils access the same wider curriculum opportunities (e.g. trips) as their non-PP peers
Use funding strategically, transparently, and based on evidence.	The EEF Guide to the pupil premium - 'Menu of Approaches': evidence brief and supporting resources – used to support development of informed practice related to each strand. 'Menu of approaches': evidence brief and supporting resources Education Endowment Foundation (EEF)

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: £15077

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive teaching and scaffolding	School development support: - Head of School review days across the Devon Moors Federation, to identify next steps and support development of OAIP	1
Explicit instruction and retrieval practice	Curriculum planning and design, demonstrating regular formative assessment and retrieval, evidenced in lesson resources and book looks:	1

	- Cumulative quizzes at the start of each lesson to recap learning from previous lesson or year group and end of unit assessments) - Jurassic Hub and Maths Mastery Project to include elements of explicit instruction and retrieval practice development	
High-impact feedback	Time allocated to pupil conferencing and impact on formative assessment: - pupil conferencing using EGG grids for writing, leading to evidence of addressed gaps in pupil work - Learning walks evidence high quality interactions between adults and pupils, leading to accelerated progress	1
Curriculum refinement to strengthen knowledge and vocabulary	Prioritisation in school development plan: - CPD and staff meeting time allocation to continuously ensure curriculum maps are fit for purpose, up to date and meeting needs of pupils - Development of strategies and curriculum design through staff enrolment in NPQ Leading Literacy and Behaviour and Culture	1
Consistent use of assessment to identify gaps quickly	Investment in assessment tools and CPD time for Heads of School to ensure tools are being used effectively to identify and close gaps between PP pupils and non-PP peers: - Little Wandle assessment platform to monitor progress in phonics - Development of assessment marksheets and data analysis using BROMCOM MIS - VYED and comparative attendance data used to quickly identify persistently absent pupils - NELI, LEG and speech link programs used to assess speech development and implement interventions to close gaps for PP pupils	1 and 3

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

Budgeted cost: £10500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Phonics and early reading interventions – Little Wandle catch up	- Entry and exit data for catch up sessions - Led by trained staff, through Little Champion school within federation - Daily session monitoring - Time limited	1
Reading fluency and comprehension using Little Wandle/Big Cat Collins	- Entry and exit data for catch up sessions (i.e. benchmarking) - Daily session monitoring - Time limited	1
Early speech and language intervention	- Entry and exit data for catch up sessions - Led by trained staff (i.e. NELI, LEG or Speech Link trained) - Supported by SALT partner	1

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent attendance thresholds and actions taken by Head of Schools to monitor and support with attendance	Steps taken to quickly identify persistently absent pupils and action next steps: - Flowchart of attendance support, bi-annual warning letters, PA monitoring, etc. - VYED and comparative attendance data, fortnightly - Half termly attendance celebrations (i.e. certificates)	3
SEMH support	SEMH intervention time is allocated through provision mapping, ePEP plans and ILPs, to ensure that support is led by appropriate staff members and in a timely manner. Interventions are sometimes implemented in response to an arising need, or in a preventative step to support families where a change is scheduled to occur.	2
Practical support	Support for PP families, to include practical strategies and financial support: - Online inclusion sessions held by Early Help lead (including “Coping with Christmas” and “Support for restrictive eating”) - 50% reduction in school trip fees - “Swap shop” school uniform - School applications for Household Support Fund, to assist with unexpected costs, such as fuel and car breakdowns	4

	- Support with DLA applications, disability allowance through Universal Credit and free school meal applications, either through meetings with school or signposting to citizens advice, "Quids for Kids" or EH triage	
Strengthening home-school relationships and parental engagement, tailoring support to meet the needs of individual families	The school has a comprehensive Early Help offer, consisting of the following approaches: - Signposting to appropriate outside agencies - Attendance and coordination of TAF meetings - Early Help lead practitioner, if appropriate - Attendance at triage meetings and implementation of next steps - Liaison with social services, police, outside agencies as appropriate	4

Total budgeted cost: £33577

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025 Key Stage 2 Data:

Expected standard or above in reading, writing and maths:

Reading	Writing	GAPS	Maths
30%	20%	20%	30%

High level of attainment in reading, writing and maths:

Reading	Writing	Maths
0%	0%	0%

Average Scaled Scores:

Reading	97.2
Grammar, punctuation and spelling	93.3
Maths	94.7

25% of PP children achieved expected standard in combined and 50% achieved expected standard in Reading and Maths.

Support received from attendance improvement officer, including termly monitoring meetings to decide next steps and evaluate impact (e.g. letters, meetings and phone calls to families where children fall below 95% attendance, monitoring of PA and severely absent pupils, etc.).

Provision mapping identified PP children, to ensure they are supported to access learning more effectively.

PP children had opportunities to attend extra-curricular clubs to provide a wider curriculum offer (e.g. Exeter City Football Club, running club, choir, etc.).

PP children received subsidised trips, including residential.

Ethos of high expectations in all classes for all children .

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
DESTY island mentor course (social and emotional wellbeing program)	Education DESTY limited

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Service pupil premium funding was allocated to enable adult time for interventions, including SALT program support.
The impact of that spending on service pupil premium eligible pupils
Progress measured using targeted programs, such as speech link and “Universally Speaking”.