

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Filleigh Primary School
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	28.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 to July 2026
Date this statement was published	1 st September 2023
Date on which it will be reviewed	1 st September each year
Statement authorised by	Executive Head
Pupil premium lead	Liz Eggleton
Governor lead	Hayley Reynolds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,935.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,935.00

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that disadvantaged pupils, who are identified early as high achievers continue to keep in line with all high achieving pupils.
2	Fine tuning teaching even further to ensure forensic approach to identifying gaps for pupils
3	Interventions target gaps and the children's needs effectively
4	Attendance of identified PPG children
5	Aspirations of home learning environment
6.	Challenges in the home environment compared to the school environment with regards of boundary setting.

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
To enable all children eligible for PP to achieve at least expected standards and to make at least expected progress. Where PPG children leave KS1 tracked to ensure accelerated progress	% of PP children achieving "Good Level of Development" is in line with national. % PP children passing Phonics Screening test is in line with national. % PP children achieving expected standard or Greater Depth at KS1 and KS2 is in line with national.
To improve attendance of children who are eligible for PP	Close monitoring of attendance of this group. Regular meetings with parents of children who fall below 95%. Intervention from EWO for persistent absence.
To improve the behaviour and social/emotional well-being of our most vulnerable PP children	Vulnerable children are supported to access learning more effectively. As a result, children achieve more learning

	time and impact less on other children in the school.
To ensure those PP children who are identified early as high achieving continue to meet targets se through giving additional enrichment opportunities and immersing them in a culture of high expectation.	Children have opportunities to attend extra-curricular clubs, e.g. music, sports art and drama, and to provide them with a rich curriculum. Subsidised residentials Ethos of high expectations in all classes for all children .

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: £11,640.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning and assessment, particularly to meet the needs of the PP children Ed Psychologist advises on individual children and whole school School focus on outstanding teaching through role of Head of School	EFF toolkit identifies the following strategies are being particularly effective: • Collaborative learning (moderate impact) • Feedback (high impact) • Mastery learning (moderate impact) • Meta-cognition and self-evaluation (high impact) • Peer tutoring (moderate impact) • Phonics teaching (moderate impact) • Reading comprehension strategies (moderate impact) • PP books marked first Feedback given first	1 and 2

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

Budgeted cost: £12,375.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target gaps in understanding Quality First Teaching Specific vocabulary teaching of tier two words	EFF toolkit identifies the following strategies are being particularly effective: • Oral language interventions (moderate impact) • Early Years interventions (moderate impact) • Phonics (moderate impact) • Meta-cognition and self-evaluation (high impact)	2 and 3
Maintain pastoral provision for vulnerable children through Boxall profile training and our TAs Forest Schools	EFF toolkit identifies the following strategies are being particularly effective: • Social and emotional learning (moderate impact) • • Outdoor learning (moderate impact)	3 and 5

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

Budgeted cost: £8,390.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of attendance incentives, rewards and deterrents. Half Termly parent forums to promote	DFE data shows a significant impact of poor attendance on achievement. Positive relationships with parents improve attendance.	4, 5 and 6

positive communication with the school Extended parent evening sessions for parents of children eligible for PP Monitor attendance of PP parents at parent's evenings. Continued implementation of PHSE and BOXALL activities across all year groups Use of SEAL in all classes School Values Subsidise residentials, sport and after school clubs. Pay for music lessons Forest Schools Offer of breakfast club to improve punctuality where required.	Social and emotional learning (moderate impact) Art participation (low impact) Outdoor and adventurous learning (moderate impact) Supporting parents when completing referral forms ensures pupils receive support where needed. Social and emotional learning (moderate impact) Outdoor adventure learning (moderate impact) Art participation (low impact) EH4MH approach raises pupils self-esteem and well-being. (moderate impact)	

Total budgeted cost: £32,405.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Whole school PPG summer 2025: Reading: 86% Writing: 64% Maths: 64%

PPG attendance for the academic year 2024 to 2025 was 93.9% which is above the national of 92.4%

The outcomes of our pupil premium strategy have been assessed at the end of the academic year for 2024 to 2025.

The Head of School will take a multi-agency approach to support the needs of all the Pupil Premium Group (PPG) including working the local EWO, Social Services, police. Persistent absentee PPG children have received daily welfare checks from the HoS.

Teachers all know their PPG children and ensure their mental health and welfare is looked after. PPG children have their books marked first and are targeted to make progress. Those currently on free school meals, as part of the PPG, are offered a reduced rate for residentials and other school trips (50% with further discount considered on request by the governors). High attaining PPG children are identified early and targeted to achieve greater depth across the curriculum (currently 33% of PPG at the end of year 6). All PPG children have the opportunity to attend a half term of Forest School provision.

Parents of PPG children are specifically invited to parents' evenings when they do not sign up, they offered virtual meeting as well as face to face. PPG children receive targeted TA time in class to support progress. Teachers use quality first teaching and will target PPG children with questions that challenge thinking and deepen understanding. PPG children not on track are identified early and catch up is put in place that may include intervention work.

PPG children are given opportunities to represent the school at events such as sporting events and are encouraged to attend school clubs. PPG children are offered access to specialist PE kit that they might not have (such as football boots) and clubs such as archery.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Online assessment tool for Numeracy and Literacy	
Numeracy support in class and online	White rose premium subscription
Online reading support	The literacy shed Little Wandle