

Pupil premium strategy statement – North Tawton Community Primary School and Nursery

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	159
Proportion (%) of pupil premium eligible pupils	18%
Dates covered by this statement	September 2025-September 2028
Date this statement was published	September 1 st 2025
Date on which it was reviewed	July 17 th 2026
Statement authorised by	Clare Vincent Headteacher
Pupil premium lead	Clare Vincent
Governor / Trustee lead	Melissa Trudgill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,480
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>	£39,480

Part A: Pupil premium strategy plan

Statement of intent

At North Tawton Community Primary School and Nursery, our ultimate objective is to ensure that every disadvantaged pupil, regardless of their background or barriers to learning, can achieve their full academic and personal potential. We are committed to closing attainment gaps between disadvantaged pupils and their peers, while fostering ambition, resilience, and a lifelong love of learning. Our aim is for all pupils to leave our school as confident, articulate, and well-rounded individuals who are well prepared for the next stage of their education.

Our current Pupil Premium Strategy is designed to provide a sustained and evidence-informed approach to improving outcomes for disadvantaged pupils. The strategy draws upon high-quality teaching, targeted academic intervention, and wider pastoral and enrichment opportunities to ensure that all children can thrive.

Our approach is rooted in the following key principles:

- **Quality First Teaching** – We prioritise high-quality teaching for all pupils, recognising that this has the greatest impact on closing the attainment gap. Professional development, curriculum design, and assessment are all aligned to ensure consistency and high expectations across the school.
- **Targeted Support** – We use diagnostic assessment to identify pupils' specific barriers to learning and provide timely, evidence-based interventions. This includes both academic catch-up and social-emotional support, delivered by skilled staff.
- **Wider Opportunities and Enrichment** – We believe that access to a broad and rich curriculum, including extra-curricular experiences, is essential for developing aspiration and engagement. Funding supports activities that build cultural capital and extend learning beyond the classroom.
- **Strong Relationships and Inclusion** – We maintain a whole-school culture that values every pupil and promotes belonging, inclusion, and emotional well-being. Our pastoral systems and partnerships with families are central to our approach.
- **Rigorous Monitoring and Evaluation** – We continually assess the impact of our work using both qualitative and quantitative evidence. Pupil voice, data analysis, and professional reflection inform regular reviews, ensuring the strategy remains responsive and effective.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning and progress between disadvantaged and non-disadvantaged children
2	Mental health and wellbeing
3	Access to wider opportunities and enrichment
4	Attendance and punctuality for disadvantaged pupils 2024-2025 all pupils; disadvantaged. All pupils: 94.9% Pupil Premium Pupils: 90.88%

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
<i>1. Close Gaps in learning and progress</i>	Relational practice and high expectations from all staff ensure children feel psychologically safe and ready to learn. They see themselves as learners able to be the best that they can be. Whole school focus on positive learning behaviours instils a culture of focus and attention. Positive behaviour system makes life-long learning behaviours explicit to pupils and parents. Read Write Inc enables pupils to catch up where phonics and early reading gaps are detected – this continues into KS2 (including Fresh Start) for those children who need it. Lexia is used for all children in KS2 who are not EXS Maths interventions for UKS2 pupils not at EXS End of year data, and formative tracking, will show an improvement in achievement for Pupil Progress children.
<i>2. Pupils have access to specific interventions as appropriate</i>	Collaboration with the Mental Health Support Team upskills staff in mental health understanding and skills. Relational Support plans are in place where needed and reviewed regularly to inform practices Zones of Regulation are embedded and impact on pupils positively. Feedback from pupil voice and parent and staff surveys show increased understanding of mental health and well-being issues.
<i>3. All pupils have access to a wide range of enrichment activities to build cultural capital, confidence and sense of belonging</i>	Clubs, visits and visitors organised to support extra-curricular learning opportunities Finance available to subsidise costs for PP children to attend clubs, activities and trips (including wrap around care) Increase in proportion of PP pupils taking on leadership roles and positions of responsibility in school Sustained high levels of wellbeing demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations

	• a significant reduction in playground disputes • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
4. Improved rates of attendance for PP children	A positive ethos and culture ensuring pupils are included and engaged. Successful attendance support plans that are timely and result in improvements in attendance. Nurturing approaches and a safe space where disadvantaged learners can thrive. Addressing barriers to learning and participation, considering the needs of all young people Successful positive and relational relationships with children, staff and parents. Positive, open, and effective communication between home and school that has a positive impact on attendance.

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop quality first teaching focused on language development, feedback, and metacognition.	The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds EEF: Teaching and Learning Toolkit Metacognition and Self-Regulated Learning Effective Professional Development Cognitive Science Review	1, 2 & 4

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

Budgeted cost: £ 15,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Sonar, maths.co.uk, spag.com RWI tracking and internal systems to track children's progress in knowledge, skills and understanding in order to identify gaps and misconceptions, which are then addressed.	EEF: Teacher Feedback to Improve Pupil Learning EEF: Using Digital Technology to Improve Learning	1 & 2
Training for TAs in delivering structured, targeted interventions	EEF: In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching, such as Times Table Rockstars (gaps in multiplication), Ruth Miskin Handwriting (gaps in presentation and handwriting formation), Ruth Miskin Spelling (gaps in spelling), Read. Write. Inc (phonics, including Pinny time and Fast Track Tutoring), Fresh Start for Year 5 & 6 pupils behind in reading/phonics, Lexia for reading fluency and comprehension.	1, 2 & 4

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from the Trust Education Welfare and Inclusion Lead to raise standards of attendance for PP pupils	Weekly and monthly data analysis demonstrate a lower percentage of attendance for pupils with PP. Half termly meetings and data analysis with the Trust Education Welfare and Inclusion Lead also demonstrate this. DfE Working Together to Improve School Attendance Devon CC: School Attendance Matters	4
Increasing opportunities for all pupils eligible for PP to have access to extra-curricular activities, including before and after school care and external visits.	EEF: Working with Parents to Support Children's Learning	3

Total budgeted cost: £ 38,990

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 SATs Reading: Whole school 68% EXS+, PP GD 2/7 29%. EXS+ 4/7 71% KS2 SATs Maths: Whole school 55% EXS+, PP EXS+ 2/7 29% KS2 SATs EGaPS : Whole school 55% EXS+, PP EXS+ 3/7 43% Attendance: Attendance meetings with parents led to improved attendance for most pupils. However, impact was limited for a small number of families facing complex barriers. As a result, the school will continue targeted attendance support and strengthen links with external agencies in 2026-27.
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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
RWI interventions and high-quality teaching	Ruth Miskin
TTRockstars and Numbots	Maths Circle Ltd
Lexia – reading support	Lexia Learning Systems LLC
White Rose Maths Programme	White Rose Education
Spelling teaching	Ruth Miskin

Service pupil premium funding – N/A

