Pupil premium strategy statement – Exbourne C of E 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	28
Proportion (%) of pupil premium eligible pupils	18%
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)	2026-2027 2027-2028 2028-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Sarah Counter Headteacher
Pupil premium lead	Sarah Counter
Governor / Trustee lead	Emma Neath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,749.99
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£7,749.99

Part A: Pupil premium strategy plan

Statement of intent

We are ambitious for all our pupils to achieve and aspire at Exbourne CofE Primary School.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal regardless of their starting point. We will consider the barriers faced by vulnerable pupils and ensure high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our approach will be responsive to common challenges and individual needs, based on robust, ongoing assessment.

To enable our approaches to be effective we will:

- Ensure a relational approach in all interaction and work to support disadvantaged pupils and their families
- Ensure disadvantaged pupils are challenged appropriately
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations

Challenges

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

Challenge number	Detail of challenge
1	Mental health and wellbeing
2	Access to wider opportunities and enrichment
3	Attendance and punctuality for disadvantaged pupils 2024-2025 all pupils 98.34%; disadvantaged 93.42%

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
Staff and families have tools to promote positive mental health and well-being in pupils.	Mental Health Champion is appointed and trained. Pupils are assessed for mental health and interventions and support made available as needed, including work with Devon's Mental Health Support Team. Staff promote mentally healthy attitudes in all areas of school life. Staff have CPD in adverse childhood experiences (ACES), neuroscience, attachment theory and child development All staff use a trauma Informed, relational approach with pupils. Relational Support plans are in place were needed and reviewed to inform practices Zones of Regulation are embedded and impact on pupils positively.
All pupils have access to a wide range of activities to build cultural capital.	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. PP families are actively encouraged to enrol children in extracurricular activities and residentials. All PP children are encouraged to have roles and responsibilities in school (school council, monitors, play leaders etc) 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
Raise standards of attendance for pupil premium pupils.	Attendance data shows increase in the percentage of pupils reaching the Trust attendance target of 97%. A positive ethos and culture ensuring pupils are included and engaged. Successful attendance support plans that are timely and result in improvements in attendance. Reduction in lateness and improvements in punctuality. 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: £3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop high quality first teaching focused on language development, feedback, and metacognition to ensure pupils value and enjoy all learning opportunities.	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
Use of Sonar, maths.co.uk, spag.com and Olex.AI to track children's progress in knowledge, skills and understanding in order to raise self-confidence and pride.	EEF: Teacher Feedback to Improve Pupil Learning EEF: Using Digital Technology to Improve Learning	1

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

Budgeted cost: £2,240.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of strategies purchased and implemented to identify and support children with communication difficulties: Wellcomm, Language Link, SaLT	Wellcomm has continued to be used within EYFS and has a positive impact on pupils eligible for PP. Language Link used across school to assess C&L gaps so that they Access to Speech therapist has allowed children to have targeted interventions to close language gap	1, 2, 3
Focus on high quality one to one and small group interventions	Specific targeted support will be provided through precision teaching, Times Table Rockstars (gaps in multiplication), NumBots (gaps in number knowledge), 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) for all. EEF: Special Education Needs in Mainstream Schools	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £2,309

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	3
Increasing opportunities for all pupils eligible for PP to have access to extra curricular activities, including before and after school clubs and external visits.	EEF: Working with Parents to Support Children's Learning	2
Creation of wellbeing spaces in KS1 (The Zone) and KS2 (The Regulation Station) for disadvantaged children to access; working with the Mental Health Support Team, including Neurodiversity Navigators	EEF: Supporting Children's Mental Health and Wellbeing	1

Total budgeted cost: £12,120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Context: There were 5 children on the PP register last academic year.

The focus this year centred around three main priorities: raising attainment, eradicating gaps and driving belonging. We made significant steps in closing the gap in Phonics, with 100% PP children passing the PSC.

Gaps are still valid in Maths, with a particular focus on the MTC, and writing, with a focus on spelling, so these will be a focus for the coming year. This is mostly due to confidence.

Our ongoing assessments and observations showed that pupil wellbeing and mental health still needs to remain a focus to ensure that all our disadvantaged pupils can access their learning positively and develop important social skills and relationships. This will continue to be supported by school staff, external professionals and encouraging higher involvement in clubs and extra-curricular activities.

Although progress was made to support the attendance of some of our families this will continue to be a focus again next year.

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
After school Clubs	KICK
Spelling teaching	Ruth Miskin
Handwriting	Ruth Miskin