

Pupil premium strategy statement – Lympstone 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	172
Proportion (%) of pupil premium eligible pupils	44% PP 8% FSM 2% EAL 21% SEN 9% EHCP 36% Service Pupils
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)	2025-2026
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Hayley Reynolds
Pupil premium lead	Hayley Reynolds
Governor / Trustee lead	AJ Culley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46090
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>	£46090

Part A: Pupil premium strategy plan Statement of intent

Our intention is to ensure that all disadvantaged pupils have the same opportunities as their peers and receive the support they need to achieve their full potential, both academically and personally. Our current Pupil Premium strategy identifies early reading, phonics, writing and language development as key priorities. These areas provide the foundation for success across the wider curriculum and support the development of effective communication skills. Through targeted interventions, high-quality classroom support, and carefully selected resources, we aim to remove barriers to learning and accelerate progress. We also recognise the importance of pupils' social, emotional and mental wellbeing. Nurture provision and pastoral support are therefore available to help pupils develop positive relationships, build resilience, increase engagement in learning and flourish both in and beyond the classroom. The key principles of our Pupil Premium strategy are aspiration, achievement, inclusion and self-belief. We strive to foster a love of learning, inspire high aspirations for the future, and promote positive mental health and wellbeing. Our approach is underpinned by our school vision, 'Let all that you do be done in love' (1 Corinthians 16:14), ensuring that every child is known, valued and supported to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality: Although attendance for disadvantaged pupils is generally positive, a small number of pupils experience barriers that can affect attendance and punctuality, reducing learning time and impacting progress.
2	Mental health and emotional wellbeing: Some disadvantaged pupils experience social, emotional and mental health challenges which can affect their engagement in learning, confidence and readiness to learn.
3	Additional and increasingly complex SEND needs: A number of disadvantaged pupils present with additional learning, communication or regulation needs which require targeted support to ensure they can access the curriculum successfully.
4	Gaps in learning and retention of knowledge: Some disadvantaged pupils require additional support, scaffolding and adaptive teaching to address gaps in prior learning and improve retention of key knowledge and skills across the curriculum.
5	Learning behaviours and self-regulation: Some disadvantaged pupils require support to develop positive learning behaviours, self-regulation and resilience to enable them to engage consistently and successfully in lessons.

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
Pupils are able to recognise, discuss and manage their emotions effectively.	Pupil voice, pastoral records and staff observations demonstrate improved emotional literacy, self-regulation and wellbeing. Pupils can identify strategies and support tools that help them to regulate and engage successfully in learning.
Disadvantaged pupils have positive attitudes to school and are ready to learn.	Attendance for disadvantaged pupils is in line with school targets and national averages. Pupils demonstrate positive engagement with learning and report feeling safe, supported and valued in school.
Additional support for disadvantaged pupils leads to improved outcomes and reduced gaps in learning.	School assessment information shows that disadvantaged pupils make good progress from their starting points and attainment gaps are maintained or narrowed where appropriate.
High-quality adaptive teaching enables disadvantaged pupils to access the curriculum successfully.	Adaptive teaching approaches, including OAIP provision and appropriate scaffolds, are consistently evident across the school. Pupils can access learning successfully and make good progress across the curriculum.

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: £1000 Little Wandle Subscription

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics speech and language support	Evidence shows that targeted phonics and oral language	3,4

	interventions can have a positive impact on reading outcomes, particularly for disadvantaged pupils. Early identification and support for speech and language needs help pupils access the wider curriculum and develop literacy skills.	
Relational approach	Research indicates that effective approaches to social and emotional learning can improve wellbeing, behaviour and academic outcomes. A consistent relational and restorative approach helps pupils feel safe, regulated and ready to learn.	2,5
Development of OAIP strategy	High-quality teaching has the greatest impact on pupil outcomes. Adaptive teaching, appropriate scaffolding and reducing cognitive overload support pupils with SEND and disadvantaged pupils to access learning successfully and make good progress.	3,4,5
Pastoral and wellbeing support, including ELSA and family engagement	Evidence suggests that targeted pastoral support and social and emotional learning approaches can improve pupils' wellbeing, engagement and readiness to learn.	2,5

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

Budgeted cost: £0 – No cost, these activities are already taking place in school.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics, reading and speech and language interventions for identified pupils.	Evidence shows that targeted academic interventions can have a positive impact on attainment, particularly when delivered alongside high-quality teaching. Oral language and reading interventions are particularly effective in supporting disadvantaged pupils.	3,4
Pre-teaching and same-day intervention to address misconceptions and	Targeted support that focuses on identified gaps in knowledge can help pupils access new learning more	4

support retention of learning.	successfully and secure key concepts.	
Small-group and individual support for pupils at risk of falling behind in reading, writing and mathematics.	Structured interventions delivered to identified pupils can support accelerated progress and help narrow attainment gaps.	4

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

Budgeted cost: £0 – No cost, these activities are already taking place in school.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Care & Connect	A dedicated one-to-one pastoral approach enables pupils to build trusting relationships with key adults, ensuring they feel listened to and supported. This provision helps identify and address barriers to learning at an early stage, contributing positively to pupils' emotional wellbeing, engagement and attendance. The flexibility of the approach also allows staff to provide timely support when concerns arise.	3
Early help support for families	The Head of School and SENDCo access regular professional development to strengthen their ability to support families effectively. This enables the school to provide appropriate guidance, signposting and access to external services, helping to ensure that pupils are safe, well supported and able to engage successfully in school life.	4
EBSA	The ATTEND framework is used to support pupils experiencing attendance difficulties or emotionally based barriers to school attendance. Through personalised support and collaborative working with families, the school aims to improve attendance, reduce anxiety associated with school and strengthen pupils' sense of belonging.	2
Mental Health Support in school	The school continues to work closely with HeadsUP and the Mental Health Support Team (MHST) to promote positive mental health and wellbeing. An increasing number of pupils and families are	3

	accessing support through targeted interventions, workshops and parent coffee mornings, helping to build resilience, improve wellbeing and strengthen relationships between home and school.	
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Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our assessment of the impact of pupil premium funding is informed by national assessment outcomes, internal summative and formative assessments, attendance information, behaviour records and pupil voice. Due to the small number of disadvantaged pupils in some cohorts, individual outcomes can have a significant impact on overall percentages. Therefore, a range of evidence has been considered when evaluating the effectiveness of the strategy. Overall, the majority of intended outcomes were achieved. Disadvantaged pupils made good progress from their individual starting points, with many achieving outcomes in line with age-related expectations. Attendance for disadvantaged pupils was broadly in line with the national average. Disadvantaged pupils were carefully identified and tracked, enabling early intervention and targeted support where attendance concerns emerged. Targeted academic support, pastoral provision and enrichment opportunities contributed positively to pupils' achievement, wellbeing and engagement in school. This evaluation has informed the priorities within the current pupil premium strategy, particularly in relation to attendance, achievement and ensuring that all disadvantaged pupils continue to thrive.

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
NELI	Nuffield
Little Wandle letters and sounds phonics	Little Wandle
Attend	Devon County Council
MHST	
Heads Up	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Care and Connect – Pastoral and well being support, TA support
The impact of that spending on service pupil premium eligible pupils
Service pupil funding has been used to support the inclusion, wellbeing and sense of belonging of pupils from military families. Raising awareness of the experiences of service children through dedicated events and activities has helped to promote understanding across the school community and strengthen pupils' sense of belonging. Effective transition arrangements ensure that pupils joining or leaving the school are supported to settle quickly and maintain positive engagement with learning. Mental health and wellbeing coffee mornings have also provided opportunities for parents to access support, share experiences and strengthen connections with the school community. Pupil voice and pastoral monitoring indicate that service pupils feel valued, supported and well-integrated within school life.

Further information (optional)

A whole school focus on OAIP and providing teaching to all staff to enable them to effectively adapt and scaffold teaching to meet the needs of all learners has ensured that all pupils feel well supported within the classroom.

Offering more Care and Connect sessions as and when pupils need this has had a greater impact on the well being of our pupils, especially our service pupils. Our whole school approach to Mental Health, including the introduction of Zones of Regulation, has ensured that children are being equipped with the correct tools to support them.