

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	North Curry C of E Primary School
Number of pupils in school (excluding nursery)	118
Proportion (%) of pupil premium eligible pupils	3.4% eligible for pupil premium 1.7% eligible for service premium
Academic year/years that our current pupil premium strategy plan covers	2026 - 2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Helen Morley
Pupil premium lead	Jo Littlechild
Governor / Trustee lead	Gill Slocombe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,138
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery Grant	£0
Total budget for this academic year	£12,138

Part A: Pupil premium strategy plan

Statement of intent

This funding strategy should be viewed alongside our Pupil Premium report which can be found on our school website.

The Education Endowment Foundation (EEF) identifies that:

- **high quality teaching** should be a top priority for Pupil Premium (PP) spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key.
- **targeted academic support** can have a strong positive impact on learning and is an important part of any PP strategy.
- **wider barriers to learning** are important to consider as part of the PP strategy...the specific features of the community a school serves will affect which approaches are prioritised.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties; attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. These decisions are undertaken following research and discussion, seeking external support where required.

Challenges

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

Challenge number	Detail of challenge
1	A high proportion of those children below ARE in all areas are in vulnerable categories – PP, SEND, summer born – with some children in more than one category
2	33% of the school (1-6) are below ARE in writing (74% of these children are either PP, SEND or summer born, with a number of children who fall into more than one category)
3	Social and emotional challenges experienced by some of our children can impact on their ability to access learning in school

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
For all pupils to be able to access their learning when they are in school	Pupils will be engaged in their learning, as observed through learning walks, book scrutinies and through KEO and PPM discussions
For all disadvantaged pupils to make or exceed, nationally expected progress	Disadvantaged pupils make or exceed nationally expected progress. Target children will be the focus of interventions
For all children to be engaged and motivated in writing to improve overall attainment across the school	School data, as tracked through PPMs, will show improvement in writing attainment across the school by the end of the academic year

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching raises the standard of our universal offer. This offer is consistent amongst all staff and across all classes. Ensuring teaching and learning strategies contain feedback that is meaningful and has an impact Teaching in KS1 will adopt more of a continuous provision approach	Education Endowment Foundation (EEF) research (and the evidenced impact in months) EEF – Collaborative learning approach (+5 months) Collaborative learning approaches EEF EEF – Feedback (+6 months) Feedback EEF	1 and 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA employed 3 afternoons a week to	EEF - 1:1 tuition (+5 months)	1 and 2

deliver evidence-based interventions Small group tutoring in phonics followed by targeted support where required Identified children have additional input and further individual and/or group time with a teaching assistant each week to ensure they can 'keep up' with their peers rather than 'catch up'	One to one tuition EEF EEF – Teaching Assistant Interventions (+4 months) Teaching Assistant Interventions EEF EEF – phonics (+5 months) Phonics EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children have access to the school ELSA The school ELSA delivers targeted support for those children identified as needing the intervention Subsidised trips, uniform and priority access to teacher led clubs to ensure disadvantaged children are at the forefront of our minds.	EEF - Social and Emotional learning +3 months Social and emotional learning EEF (educationendowmentfoundation.org.uk) EEF - Metacognition and self-regulation +8 months Metacognition and self-regulation EEF EEF – Behaviour interventions (+3 months) Behaviour interventions EEF EEF – Parental engagement (+4 months) Parental engagement EEF	1, 2 and 3

Total budgeted cost for class TAs, HLTA, ELSA:

Total budgeted cost for pupil discounts on trips etc: £200 per child is allocated for those children eligible for Targeted Pupil Premium. Those

children eligible for Expanded Pupil Premium have free school meals only and are not eligible for this support.

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.

Intention	Impact
Subsidising school trips, residential, swimming, and forest school	This ensured equal access to learning opportunities outside of school and ensured that the trips/activities were able to take place.
Contribution towards class TAs, intervention teacher (HLTA) and school ELSA	Our HLTA delivers evidence-based interventions to children who need additional support in certain curriculum areas as identified in pupil progress meetings. Class TAs help to support children both in and out of the classroom with aspects of their learning e.g. 1:1 reading, support to learn times tables, small group work within lessons Our school ELSA provides emotional support for those pupils who need it and also supports parents with difficulties they may be experiencing at home.
Attendance of all pupils will be in line with County expectations	Attendance is monitored weekly, with communication sent to families around attendance expectations where attendance has dipped. Attendance is generally excellent and expert advice from county support services is sought when challenges with attendance become persistent.
A new ELSA will be trained and deliver interventions to support the emotional wellbeing of identified children	A new ELSA was trained in the autumn term 2025 and commenced support with children from Spring term 2026 ELSA support is offered to children as and when they need it. ELSA has supported children who fall within PP support
All pupils will be achieving their potential in core areas of learning	High-quality teaching and the use of evidence-based interventions/or teacher designed interventions are used to ensure all students reach their potential. This supports children to make progress at their level. Children are discussed at termly PPMs, and interventions are planned for those children who require additional support with their learning.

