

Pupil premium strategy statement – Bampton CofE Primary School, Devon

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	105
Proportion (%) of pupil premium eligible pupils	17%
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	8.9.25
Date on which it will be reviewed	1.7.26
Statement authorised by	Lully Newman Headteacher
Pupil premium lead	Lully Newman
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,818
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>	£33,818

Part A: Pupil premium strategy plan

Statement of intent

Our Mission: **Enabling everyone to find their purpose and be the very best that they can be.**

At Bampton CofE Primary School we are a community of learners who take responsibility for ourselves, each other and the world around us.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through 1:1 and small group support for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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 of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oracy - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Teacher assessment demonstrates that 33% of disadvantaged pupils have oral language skills and vocabulary gaps.</p>
2	<p>Maths - Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Evidenced by teacher assessment through the school and KS2 data showing only 25% of disadvantaged children achieved ARE in maths compared to 70% of non-disadvantaged children.</p>
3	<p>Writing - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.</p> <p>Evidenced by teacher assessment through the school showing 25% of disadvantaged children achieved ARE in writing compared to 70% of non-disadvantaged children. .</p>
4	<p>Attendance - Our attendance data over the last year indicates that persistent absence among disadvantaged pupils (22%) has been higher than for non-disadvantaged pupils. Absence is due to a combination of lateness and school refusal/anxiety</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Wellbeing - Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety, mental health and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>38% of our current disadvantaged cohort have significant SEMH needs.</p>

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
Oracy - Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Use of programmes such as SpeechLink and Talk Boost assessments will evidence improvement.
Maths - Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that more than 20% (1/5) of disadvantaged pupils meet the expected standard.
Writing - Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2026/27 show that more than 46% of pupils meet the expected standard and all pupils make progress.
Wellbeing - To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Improved and sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in negative CPOMS reporting as well as a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Attendance -To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Improved and sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> • the percentage of all pupils who are persistently absent being below 5%

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: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing a consistent pedagogical approach across all classes and subjects ensuring the development of metacognition and self-regulated learning.	EEF - teaching and learning toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Metacognition and self-regulated learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1, 2,3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2, 3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1
Continued training for teachers and support staff in Read write Inc Phonics scheme to secure stronger	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	3

phonics teaching for all pupils.	Phonics Teaching and Learning Toolkit EEF	
<p>Enhancement of our writing teaching and curriculum, particularly in reception and KS1, in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access training, resources and CPD.</p> <p>NPQ in Early Years Leadership provides training on best practice in early years and early years leadership.</p>	<p>The DfE Writing framework, drawing on evidence-based approaches: https://www.gov.uk/government/publications/the-writing-framework</p> <p>Bold Beginnings, Language and Literacy: https://assets.publishing.service.gov.uk/media/5a82d03040f0b6230269cd73/28933_Ofsted_-_Early_Years_Curriculum_Report_-_Accessible.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Literacy in KS1 & KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>¹ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Relational and trauma informed approaches.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF</p>	5
<p>Ensuring inclusive universal provision for disadvantaged pupils with SEND.</p>	<p>EEF Five a day approach adopted: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</p>	2. 3

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

Budgeted cost: £ 11,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support in oracy, reading and writing, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p>Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Continued use of programmes to improve listening, narrative and vocabulary skills for</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1

disadvantaged pupils who have relatively weak spoken language skills.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

Total budgeted cost: £33818

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Alumnis Multi Academy Trust Developed a Trust Wide Pupil Premium Strategy which used trust wide data to inform Pupil premium priorities and spending. This can be viewed here:
<https://alumnismat.org/download/pupil-premium-strategy-statement/>

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils performance, including attendance, behaviour and wellbeing. The data demonstrated that these areas still require significant focus in order to close the disadvantage gap.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations.

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