



Stogumber VC Church of England Primary School

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 outcomes for disadvantaged pupils last academic year.

This document has been reviewed and updated in November 2025

School overview

Detail	Data
Number of pupils in school (September 2025)	41
Proportion (%) of pupil premium eligible pupils (September 2025)	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plan as recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	Termly and full review November 2026
Statement authorised by	Mrs Kate Lewis
Pupil premium lead	Mrs Kate Lewis
Governor / Trustee lead	Mrs Catrin Foley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,120
Recovery premium funding allocation this academic year	Nil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,256
Total budget for 2025-2026 academic year	£13,376

Part A: Pupil premium strategy plan

Statement of intent

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.

When making decisions about using Pupil Premium funding, we have considered research conducted by the EEF and the usefulness of different strategies and their value for money. When we consider the challenges faced by vulnerable pupils (for example those who are looked after / previously looked after, have a social worker and young carers), we need to make decisions that provide the highest possible outcomes whilst providing the highest value for money so we can implement more. The activity we have outlined in this statement is also intended to support all needs, regardless of whether they are disadvantaged or not.

Our aim is for pupils at Crowcombe and Stogumber to make the expected progress in all areas of the curriculum, through quality-first teaching. Therefore, 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 disadvantaged attainment gap and concurrently 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.

EEF research has found that disadvantaged children were worst affected by partial school closures and the attainment gap has therefore widened. However, our approach will not only be responsive to common challenges, but individual needs, rooted in robust diagnostic assessment and 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
- ensure disadvantaged pupils have access to quality interventions focused on their individualised needs
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that we have a relational approach in order to not just aid academic ability, but SEMH needs as well

Our school is underpinned by a Christian ethos and therefore we also want to encourage children to feel confident when expressing their own beliefs and to have an awareness of diversity around them. We hope that children will become responsible citizens in their communities and we will enable them to succeed in our ever changing modern world, emboldened with our school values of Generosity, Optimism, Determination, Creativity and Courage.

Challenges

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

Challenge number	Detail of challenge
1	<p>Underdeveloped oral language skills and vocabulary gaps</p> <p>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>
2	<p>Phonics and Early Reading attainment</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with obtaining phonics and early reading than their peers.</p>
3	<p>Attendance, behaviour & Social and Emotional Wellbeing</p> <p>Our attendance data over the few years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils and that suspensions have been higher for disadvantaged pupils than non-disadvantaged pupils.</p>
4	<p>Social and Emotional well-being</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to trauma and attachment needs, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Opportunities to experience a wide range of a social and cultural experiences</p> <p>Through observations, discussions and pupil and parent voice it is apparent that our disadvantaged pupils would benefit from enhanced opportunities and experiences within the curriculum for social interaction, social mobility and cultural knowledge. This includes opportunities for disadvantaged pupils to discover the awe and wonder of the World and become resilient, capable, confident and self-assured individuals.</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
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.
Improved phonics and reading attainment among disadvantaged pupils.	EYFS attainment in Language and Communication and Literacy, KS1 Phonics screener and KS2 reading outcomes shows a greater % of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by end of 2025/26 demonstrated by: The overall unauthorised absence rate for all pupils decreases, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by end of 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Quality First Teaching and staff confidence in supporting pupils through quality observations, assessment, feedback, adaptive teaching and timely interventions increases and impacts positively on pupils outcomes.	Leadership monitoring and staff voice evidences increase in staff knowledge and confidence and pupil attainment increased in core and foundation subjects. Evidence of CPD programme of support for whole staff team to develop whole school practice and individual staff development.

Activity in this academic year (2025-2026)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

High Quality Teaching

Budgeted cost: £2,970

Activity	Evidence that supports this approach	Challenge number(s)
Subscription to CPD programme (Great Teacher Toolkit) for CPD cycle of evidence based training and research to ensure ongoing culture of improvement to QFT. In addition specific training for identified members of the teaching team to raise QFT such as Early Years & Supporting Struggling Readers and Writers.	Ensuring that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice is a key recommendation in the EEF Professional development guidance. The EEF recognise that 'high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes'	1,2,3 & 4
Subscription to assessment tools to support staff with ongoing assessment to identify gaps in knowledge to ensure timely intervention e.g phonics tracker, GL assessments, star reader.	Assessing pupil understanding regularly supports teachers to assess learning gaps and adapt teaching <i>'to pupils' needs and using evidence about learning to adjust instruction to ensure that learning moves forward'</i> (EEF Teacher Feedback to improve pupil learning guidance).	2
Specialist training and support from Educational Psychologist to raise whole staff knowledge in regards to specific SEND, barriers to learning and strategies to support (Focus on Neurodiversity)	When EP's are used effectively they can identify training needs for teachers in areas that will support children most effectively. (EEF guidance on SEND recommendation 2)	1 & 4
Curriculum development to ensure a coherent and well sequenced curriculum which is effectively implemented building on prior learning and considering cognitive science in how children learn and securing knowledge in long term memory. Leadership cover will be provided to enable subjects leaders dedicated time to monitor and support colleagues.	Providing a broad, balanced yet exciting curriculum will allow children opportunities to aspire to more. The DFE states a well sequenced, scaffolded and knowledge rich curriculum allows all pupils to access the curriculum and raise attainment across core subjects. https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum	1, 4 & 5

<p>Tailored home learning support beyond the school day organised on an individual basis.</p> <p>Subscription on online programme to support learning in English and Maths that can be personalised and accessed at home e.g subscription to doodle</p>	<p>Children are given a broad and balanced curriculum and the opportunity to work alongside staff to deepen their understanding of class work. This also provides an opportunity for children who have difficult circumstances at home a place where they can complete work in a calm environment as stated by the EEF these strategies combined have the greatest impact. (EEF Teaching and Learning toolkit)</p>	<p>2 & 5</p>
<p>Specialist Learning Outside the Classroom Teacher to lead on bringing the curriculum alive through fieldwork, scientific investigation and local studies</p>	<p>All children will improve their self-esteem and self-confidence and build their resilience by experiencing new opportunities through their class forest school sessions.</p> <p>Teach SEL skills explicitly. Reinforce SEL skills through whole-school ethos and activities. (EEF Improving social and emotional learning in primary schools recommendation 1 and 5)</p>	<p>1, 4 & 5</p>
<p>Specialist Art & Design, PE and Music teachers to ensure enhanced curriculum offer with enrichment opportunities for all.</p>	<p>EEF states that whilst these subject areas discreetly would have benefit to children in increasing life opportunities, they also state the added benefits of these subjects on wider attainment especially in core subjects. (EEF Teaching and Learning toolkit)</p>	<p>3, 4 & 5</p>

Targeted academic support

Budgeted cost: £5,158

Activity	Evidence that supports this approach	Challenge number(s)
<p>Funding of additional qualified teacher to act as a Intervention teacher for responsive teaching, catch up purposes and intervention support. This will be funded for 4 afternoons and 1 morning per week.</p>	<p>Tuition targeted at specific needs and children's individual gaps in knowledge and understanding are addressed in 1:1 or small group situations with tailored specific support from a trained teacher.</p>	<p>1 & 2</p>
<p>Tailored interventions to support pupils with narrowing the gap and addressing barriers to learning e.g phonics, precision teaching, mastering number, ILL, reading</p>	<p>Use TAs to deliver high quality one-to-one and small group support using structured interventions</p> <p>Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. (EEF guidance report on Making the best use of TAs Recommendation 5 and 6 and recommendation 4 in SEND in mainstream school guidance report.</p>	<p>1 & 2</p>

<p>Effective deployment of teaching assistants to support each class including training a member of leadership through the Somerset Research School to lead on this.</p>	<p>Research shows that when TAs are used in a focused way – to deliver structured, high-quality support to small groups or individual children – pupils make an additional progress. (EEF Making best use of teaching assistants recommendation 1-7 & Recommendation 5 from SEND in mainstream guidance report)</p>	<p>1, 2, 3 & 4</p>
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Wider strategies:

Budgeted cost: £5,248

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. (EEF Working with parents to support children's learning recommendation 1)</p>	<p>3</p>
<p>Joint funding with the TVP for a shared PFSA for drop in parenting support and tailored individual support</p>	<p>A PFSA is someone who works in school providing help for parents and families. They support parents with some of the everyday problems that they might be having with their children so that the children are happy to attend school and engage in their learning. (EEF Working with parents to support children's learning recommendation 1)</p>	<p>3 & 4</p>
<p>Emotional Literacy Support Assistant (ELSA) to work with individuals and small groups to develop social, emotional, communication and wellbeing interventions.</p>	<p>With the ever increasing pressure on young children and the rise in mental health problems, it is essential that we include emotional wellbeing and mental health as part of our curriculum. Giving children opportunities to learn about the importance of looking after our bodies including our emotional health and wellbeing, is key, as well as teaching children strategies to manage their emotions in a range of situations, that may include ways to calm, ways to be still and ways to be quiet. Providing children with opportunities to challenge themselves and take risks builds their resilience and boosts self-confidence and self-esteem. ELSA pre /post data will show an improvement in an identified area of specific need such as emotional awareness, social skills, friendship skills, self-esteem or anger management. This will be evident through both staff and pupil ELSA assessments. This will include higher self-image profiles. (EEF Teaching and Learning toolkit)</p>	<p>3 & 4</p>
<p>Targeted Forest School Intervention</p>	<p>Small group Forest school provision for identified individuals. Through Forest School disadvantaged pupils gain increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play. It increases confidence and independence and allows children to succeed in non-academic areas.</p>	<p>4</p>

	(https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/)	
Music lessons (1:1 or 2:1)	Through funding additional music lessons, children are given a broad and balanced curriculum and the opportunity to explore a wide range of different non- academic skills and broaden their experiences. Peripatetic teaching.	3 & 5
Wrap around care provision including a range of Breakfast club, After school Club (munch bunch), sport and creative opportunities	Children are given a broad and balanced curriculum and the opportunity to explore a wide range of different non- academic skills and broaden their experiences. The number of children (EEF Teaching and Learning toolkit) engaged in physical activity out of normal school hours increases. (EEF Teaching and Learning toolkit)	3 & 5
Enrichment activities (external school trips, internal school enrichment activities and residential trips)	Through funding school trips, children are given a broad and balanced curriculum and the opportunity to broaden their learning experiences outside of the classroom. (EEF Teaching and Learning toolkit)	4 & 5

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 2024-2025 academic year at both Crowcombe and Stogumber C of E Primary Schools

We have analysed the performance of our schools' disadvantaged pupils during the 2024-2025 academic year using EYFS profile, Key Stage 2 performance data, KS1 Phonics Screener Check results, KS2 Multiplication Tables Check results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. This is internally shared with our governing board. It is worth noting that due to the size of the schools and low numbers in each year group this data is suppressed.

The DfE compare school performance service states: *'In certain circumstances we will suppress an establishment's data. This is usually when there are 5 or fewer pupils or students covered by the measure. We avoid making these figures public to protect individual privacy.'*

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing:

Overall, our attendance is inline National Averages (NA: 94.8%; C: 94.2%; S: 96.5%)

Persistent Absence rates are significantly better than Nationally with NA: 12.6%; C: 4.2%; S: 2.7%

Our attendance data for those entitled to FSM also shows an improving picture for Stogumber register pupils, with those entitled to FSM at 97% which is above the NA of 92.2%. In fact, attendance for those entitled to FSM is slightly above the attendance for Stogumber registered pupils who are not FSM which is 93.6% and the national figure for not FSM which is 95.8%

Unfortunately, this is not the same for Crowcombe where attendance for those eligible for FSM (83%) is below the National Average (92.2%) and below those not entitled to FSM (96.1%).

Our behaviour data also indicates an improved picture in regards to suspensions with no suspensions recorded for Stogumber register pupils and only 1 for Crowcombe registered pupils during the 2024-2025 academic year.

Our internal behaviour data does still indicate a slightly higher number of behaviour incidents reported from disadvantaged pupils. Our internal data for families supported through early help and our PFSA & ELSA time indicates that the support for disadvantaged families is significantly higher than non-pupil premium families.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PSHRE (SCARF)	Coram Life Education
Pearson Bug Club (Phonics)	Pearson
French (Language Angels)	Language Angels

Music (Bandlab)	Bandlab for Education
Maths (Times Table Rockstars)	Maths Circle
Core subjects (Doodle)	EZ Education limited
Reading (Accelerated Reader)	Renaissance Learning
Communication (Class Dojo)	Renaissance Learning
RE (Jigsaw RE)	Jigsaw Education Group
Literacy Tree (English)	The Literacy Tree
Kapow (Geography, History, Science & Wellbeing)	Kapow Primary
Great Teacher Toolkit	Evidence Based Education