

Pupil premium strategy statement

All Saints CoE Infant School

Dulverton Junior School



“Building Foundations for Lifelong Learning”

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	
All Saints	36
Dulverton Junior	37
Proportion (%) of pupil premium eligible pupils	37%
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)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Naomi Philp
Pupil premium lead	Naomi Philp
Governor / Trustee lead	Rev. Helene Stainer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£38,090
<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>	

Part A: Pupil premium strategy plan

Statement of intent

It is our intent to provide consistent quality first teaching across the school, resulting in improved outcomes for disadvantaged children.

'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'.

A key principle of our strategy plan is to ensure that all stakeholders are aspirational for our disadvantaged children, providing them with skills, knowledge and a thirst for learning, which spans beyond their years at The Exmoor Federation.

We are passionate and dedicated about providing a safe and nurturing environment for our children, where behaviour is understood and supported, leading to positive behaviours and successful pupils.

Challenges

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

Challenge number	Detail of challenge
1	To ensure that metacognition and self-regulated learning takes place, to underpin Pupil Premium provision.
2	To ensure staff receive high quality CPD, enabling the school to effectively support social and emotional learning across the school.
3	To work closely with the families, to ensure that all stakeholders are aspirational for our children.
4	To ensure the high quality and consistently high implementation of our early reading programmes for pupils
5	To ensure our maths intent is implemented successfully and support provided for pupils that is of a consistently high quality

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
<p>All staff have an acute understanding and knowledge of how to effectively support all Pupil Premium children with their metacognition and self-regulated learning.</p>	<ul style="list-style-type: none"> • All staff have acquired the professional understanding and skills to develop the children's metacognitive knowledge. • All staff explicitly teach children metacognitive strategies, introducing how to plan, monitor and evaluate their learning. • All staff model their own thinking to help children develop their metacognitive and cognitive skills. • All staff set appropriate levels of challenge to develop children's self-regulation and metacognition. • Metacognitive talk is promoted well within the classroom. <p>Children are explicitly taught how to organise and effectively manage their learning.</p>
<p>To ensure staff receive high quality CPD (ACEs, Relational Practice, Trauma Informed) enabling the school to effectively support social and emotional learning across the school, with a particular focus on Pupil Premium children.</p>	<ul style="list-style-type: none"> • SEL is explicitly taught across the school. • SEL skills are integrated and modelled through daily teaching. • A SAFE curriculum (Sequential, Active, Focussed and Explicit) is embedded throughout the school. • SEL skills are reinforced through a whole-school ethos. <p>SEL implementation is carefully planned, supported and monitored.</p>
<p>To work closely with the families, to ensure that all stakeholders are aspirational for our children.</p>	<ul style="list-style-type: none"> • The school provides practical strategies to support learning at home. • The school tailors communications to encourage positive dialogues about learning. <p>The school offers a more sustained and intensive support process, where needed.</p>
<p>To ensure the high quality and consistently high implementation of our early reading programmes for pupils</p>	<ul style="list-style-type: none"> • CPD for all staff to ensure the correct books are well matched to all pupils <p>CPD for all staff to ensure that all early reading interventions are well targeted</p>

To ensure our maths intent is implemented successfully and support provided for pupils that is of a consistently high quality	<ul style="list-style-type: none"> • CPD for all staff to ensure the use of NCETM materials support pupils to make accelerated progress <p>CPD for all staff to use manipulatives and vocabulary supporting pupils learning and securing progress</p>
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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: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Mastery and Cornerstones English Hub CPD to support staff to have an explicit knowledge and understanding of effective scaffolding to ensure all Pupil Premium children can readily access their learning. Pupil Premium children will be supported to be independent learners, to take ownership of their learning and be aspirational for their futures.	<p><i>Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies and of themselves as learners. Challenge needs to be at an appropriate level so that children can have the motivation to accept the challenge.</i></p> <p>Metacognition and Self-Regulated Learning – EEF</p>	1
Staff to undertake 'Effective Learning Behaviours' CPD SEL Texts to promote a wider	<p><i>Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and well-being.</i></p> <p>Improving Social and Emotional Learning in Primary Schools – EEF</p>	1, 2, 3

understanding of effective SEL. Pupil Premium children will be equipped with the tools and resources to be proactive in their own mental health, supporting them to be able to access their learning and to be successful.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 14,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD opportunities to train an additional ELSA practitioner and to further develop the current ELSA practitioner. CPD opportunities to train and develop an additional Forest School Practitioner Pupil Premium children will be prioritised for ELSA and Forest School support to help them with their emotional literacy, enabling them to access all aspects of their learning.	<i>Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and well-being.</i> Improving Social and Emotional Learning in Primary Schools – EEF	1, 2, 3
Music tuition to support the Pupil Premium children to be aspirational and to expose them to new experiences and opportunities.	<i>Self-regulation is about the extent to which learners are aware of their strengths and weaknesses and how they can motivate themselves to engage in their own learning as well as being able to recognise how to enhance and improve it.</i>	1, 3

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

Budgeted cost: £ 11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support Pupil Premium children to have access to residential and day enrichment activities. This will provide the children with culture capital experiences as well as supporting them to be aspirational for their futures. Pupil Premium children will be encouraged to celebrate their strengths and supported to identify and address their areas of development, to promote success for all.	<p><i>Self-regulation is about the extent to which learners are aware of their strengths and weaknesses and how they can motivate themselves to engage in their own learning as well as being able to recognise how to enhance and improve it.</i></p> <p>Metacognition and Self-Regulated Learning – EEF</p>	1,2,3
Breakfast Club provision, to ensure all Pupil Premium children have a safe and nurturing provision, enabling a positive start to their school day. FSM.	<p><i>A healthy breakfast is vital, in ensuring all children have a strong start to their day of learning:</i></p> <p><i>Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and well-being.</i></p> <p>Improving Social and Emotional Learning in Primary Schools – EEF</p>	1
Go Read App- supporting parents of Pupil Premium children, to engage in their children's phonics and reading learning,	<i>Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.</i>	3

<p>to promote an excellent approach to early reading success. Parents of Pupil Premium children will be offered additional time for parent consultations, parent conferencing opportunities to alleviate any potential barriers to collaborative partnerships and bespoke support sessions to promote effective home learning.</p>	<p>Working with Parents to Support Children's Learning -EFF</p>	
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Total budgeted cost: £ 38,090

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the last academic year, eligible Pupil Premium children were supported through ELSA sessions and targeted, bespoke interventions to enable the children to close gaps and make progress.

Pupil Premium children, were supported through guided group sessions, one to one support provision as well as personalised learning plans, to encourage engagement.

Data Successes 2025:

KS2 outcomes:

Combined Reading Writing and Maths outcomes were broadly in line with national averages at 59% with National averages at 62%. Disadvantaged pupils outcomes for the combined subjects were also broadly inline with national averages at 43% with national averages at 46%.

In Reading:

Pupils achieving the expected standard was well above the national average at 82% with national average at 75%. This was the same for disadvantaged pupils who achieved 80% with the national average at 65%. More of our pupils read at the expected standard than national expectations and more of our disadvantaged pupils achieve in reading than nationally.

In Writing:

Pupils achieving the expected standard was close to national average at 71% with national average at 72%. Our disadvantaged pupils achieved significantly above the national average with 80% with the national average at 59%. More of our disadvantaged pupils achieve in writing than nationally.

In Maths:

Pupils achieving the expected standard was well above the national average at 82% with national average at 74%. Disadvantaged pupils achieved in line with national averages at 60% with the national average at 61%. More of our pupils achieved in maths at the expected standard than national expectations and our disadvantaged pupils achieve in line with national expectations.

We are also seeing improvements in the outcomes for the multiplication test in year 4.

Our new phonics scheme has now been embedded and progress is being seen in the enjoyment, engagement of pupils reading as well as their accuracy.

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
Language and Communication	Cornerstone English Hub
Writing for Purposes	
Read as a Writer	
Phonics	
Maths Mastery	Boolean Maths Hub
Effective Communication	Makaton
ACEs and Relational Practice	National College & Paul Dix
Effective Early Years	ABC

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support staff increase to allow for greater bespoke tuition for pupils
What was the impact of that spending on service pupil premium eligible pupils?	Pupils transitioned successfully to the next phase of education.

Further information (optional)

Quality first teaching is a key driver in our school improvement work. We are steadfast in being aspirational for all of children and in providing them with the very best education. Therefore, this strategy promotes the importance of what constitutes quality first teaching and how it can be effectively embedded within our school.

We are part of the RISE support work and funding from Jan 2026 provided by MSNT.