

Pupil premium strategy statement – Kingsteignton 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	233
Proportion (%) of pupil premium eligible pupils	18%
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 through to 2027/2028
Date this statement was published	31/12/25
Date on which it will be reviewed	Prior to 31/12/26
Statement authorised by	Lee Goodenough, Headteacher
Pupil premium lead	Laura Armstrong
Governor / Trustee lead	Chantal Hamer / Jo Draper

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,015
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>	£49,015

Part A: Pupil premium strategy plan

Statement of intent

What drives us?

At Kingsteignton School, our decision-making is driven by our desire to provide our pupils with a first-class education, where they are empowered today to shape their own tomorrow.

Through our school culture, which is centred around positive relationships and guided by kindness, respect and ambition for all, we provide a nurturing environment within which pupils' unique identities are celebrated and they strive to be the best they can be.

We are committed to ensuring that, upon leaving our school at the end of Key Stage Two, all children depart having experienced a range of extraordinary opportunities and enter secondary education as socially responsible global citizens who become life-long learners and dare to dream.

What are our objectives?

We aim to produce children - irrespective of social class / poverty / family circumstances / background - who display the right attitudes and dispositions to enable them to 'dream big' and succeed to a level they would not have achieved had they not been part of our school community.

Moreover, we intend that upon leaving us at the end of Key Stage Two, all children will have made good progress from their individual starting points (in terms of their emotional resilience as well as academically, mentally, and physically) and will achieve high attainment across all subject areas.

We are particularly passionate in our quest to ensure that all children are able to read fluently, and with good understanding, in order to enable them to access the full breadth of the curriculum and to equip them for the challenges of secondary education and later life.

How do we focus our spending?

Our pupil premium spending is evidence-informed; for this reason, we place significant focus on ensuring that all children in the school receive quality-first teaching, something that the Education Endowment Foundation recognise as being "a top priority for pupil premium spending."

Our annual expenditure, which can be viewed in greater depth later in the document, can be categorised in the following five ways:

- Quality-first teaching - Staffing (the *people* working alongside the children)
- Quality-first teaching - Staff training / CPD (the *training* undertaken by the *people* working with the children)
- Quality-first teaching - Resources (the *resources* provided to support the children with their learning)
- Parental support / engagement (parents' engagement *with* school and their child's development as well as the school's *support for* parents)
- Providing pupils with access to opportunities (the *opportunities* we enable pupils to access that they may not have been able to access without the support of the funding)

When identifying areas of focus, we have considered the specific challenges faced by our disadvantaged pupils and placed our attention on those areas in which they require the greatest level of support. When identifying these challenges, we have drawn on a range of data sources. Whilst the selected areas are disadvantaged pupil-focused (with the aim of closing a disadvantaged gap that evidence suggests has widened because of the coronavirus pandemic), they will benefit non-disadvantaged pupils across the school at the same time.

As well as focusing on providing support for disadvantaged pupils, we also reserve the right to utilise pupil premium funding to support other pupils with identified needs who may not be eligible for the pupil premium grant, for example those who have a social worker or who are young carers.

Do our chosen foci align with other school development plans?

Our Pupil Premium Strategy is aligned with other school development plans, for example our School Improvement Plan, and will be carefully monitored - and, if necessary, adapted - during the academic year. Due to the crossover between the two areas, the strategy is also closely linked to our SEND areas of focus.

How will we implement and monitor the strategy?

To ensure that the approaches we have identified are effective, we will:

- Ensure that disadvantaged pupils, including those who are already high attainers, are challenged in the work they are 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.
- Implement new initiatives following EEF implementation guidance and monitor them on an ongoing basis.
- Monitor the impact of the plan through a range of strategies, including: data analysis; local governing body disadvantaged pupil and curriculum-focused visits; Trust monitoring visits; team meetings and leadership meetings.

Challenges

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

Challenge number	Detail of challenge
1	<p>Refining the quality of Teaching & Learning in respect of pupil premium pupils and other vulnerable groups. Historical internal and external (national data) assessments indicate that the progress and attainment of our disadvantaged pupils is below / significantly below their non-disadvantaged peers – both internally and when compared to national data.</p>
2	<p>Pupil premium / SEND crossover. 26% (11/42 pupils) of our disadvantaged pupils are also recognised as having special educational needs (SEN). Autistic Spectrum Disorder and Speech, Language & Communication needs are the recognised areas of SEND for eight of the aforementioned eleven pupils. Moreover, a further five pupils eligible for the grant are being monitored for potential SEND through our Assess, Plan, Do, Review process.</p>
3	<p>Disadvantaged pupils' attainment in writing. Internal and external assessments indicate that writing attainment – and in some cases progress - among disadvantaged pupils is below / significantly below that of their non-disadvantaged peers.</p> <p>Whilst significant improvements in pupil attainment have been observed in the last 18 months, writing remains the school's lowest performing core area; December 2025 internal assessments indicated that 50% of disadvantaged pupils were not reaching age-related expectations within the subject. These gaps begin in KS1 and are not being narrowed during pupils' time in KS2.</p>
4	<p>Parental engagement with school and their child's development as well as the school's support for parents. Our observations and discussions with pupils, teachers and families have indicated that, for around a third of the pupils eligible for the pupil premium grant, a lack of parental engagement / support (for example through not supporting with reading / home learning) is negatively impacting disadvantaged pupils' progress. (In some instances, this lack of support is due to the parents facing challenges with their own literacy / numeracy levels.)</p>
5	<p>Attendance. Although the school's overall attendance rate compares favourably to national averages, the attendance of individuals from disadvantaged backgrounds does not. At the end of the 24/25 academic year, the attendance of disadvantaged pupils was 2.8% lower than the national average and 3.7% lower than 'all pupils' at the school. Both of these figures increased from the previous year.</p> <p>Furthermore, school 'persistently absent' figures for disadvantaged individuals exceeded the latest national average by 12.2% and our 'all pupils' average by 18.8% at the end of the 24/25 academic year. Severe absenteeism presents a similar picture for the cohort.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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 quality of teaching & learning.	By the end of the 2027/2028 academic year, the school's 'Kings Core 10' teaching pedagogies are an embedded part of the practice of all teachers; as a result, pupils make excellent progress from their respective starting points and the number meeting age-related expectations is consistently in line with or above national averages.
Improved support for individuals with SEND.	By the end of the 2027/2028 academic year, each of the EEF's 'Five a day' principles are an embedded part of the practice of teachers within the school. In addition, those pupils who require it will be provided with bespoke visual resources to support their access to the curriculum.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2027/2028 show that at least 75% of disadvantaged pupils met the expected standard.
Focused, pupil-level analysis of individual need resulting in a clearer picture – for the Pupil Premium Leader and all staff – of the challenges faced by our disadvantaged pupils / families and the support needs for each of them.	<p>Specific needs for individuals are being met/supported, or provided for, within and beyond class for each disadvantaged child.</p> <p>Outcomes (as indicated by increased academic performance and school attendance) for the disadvantaged cohort are improved by the end of the 2027/2028 academic year as a result of this precise identification of need.</p>
To achieve and sustain high levels of attendance for all pupils, focusing particularly on raising the attendance of our disadvantaged pupils so that it is in line with their non-disadvantaged peers.	<p>Sustained high attendance by 2027/2028, which will be demonstrated by:</p> <ul style="list-style-type: none"> • Overall school attendance continuing to exceed the national average. • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that the gap is no greater than 2%. • The percentage of pupils who are persistently absent being no greater than 9% and the figure among disadvantaged pupils being no more than 6% lower than their peers.

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: £39,361

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assistant Headteacher deployed (0.4) to lead improvements to curriculum and teaching and learning through modelling and mentoring.</p>	<p>Our Assistant Headteacher (AHT) has assigned time each week during which she is responsible for developing our curriculum and working alongside teachers to develop the quality of teaching and learning within their classrooms. The support for each individual is bespoke and involves modelling / team teaching, with time then provided to enable individuals to rehearse prior to follow up work with the AHT. Furthermore, she is also our Pupil Premium (PP) lead and is responsible for overseeing our PP provision and engaging our pupils and families.</p> <p>‘The EEF Guide to the Pupil Premium’ references the fact that spending funding on ensuring high quality teaching “...should rightly be a top priority for pupil premium spending.”</p> <p>https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools</p>	<p>1, 3, 4 & 5</p>
<p>SENCO assigned Pupil Premium focus time (0.1).</p>	<p>Having designated time ensures our SENCO can stay abreast of current research and high-quality practice and monitor provision for PP pupils within the school, particularly those with SEND. Furthermore, it provides time to prepare relevant staff CPD, for example on the use of the EEF’s ‘Five a day’ principle.</p> <p>These are all approaches advocated within the Education Endowment Foundation (EEF) ‘Putting Evidence to Work - A School’s Guide to Implementation’ guidance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	<p>1 & 2</p>
<p>Staff CPD / Training release</p>	<p>‘The EEF Guide to the Pupil Premium’ references the fact that spending funding on ensuring high quality</p>	<p>1 & 2</p>

<p>(supply costs to cover staff CPD sessions, including training courses directly linked to improving teaching and learning standards, e.g. attendance at NPQ days).</p>	<p>teaching "...should rightly be a top priority for pupil premium spending." https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	<p>1 & 2</p>
<p>Purchase licences / subscriptions for staff CPD providers such as South West Institute for Teaching (SWIFT) and Steplab, as well as resources to support the delivery of a high-quality curriculum, e.g. Devon Education Services' 'Book Writes' & White Rose Maths.</p>	<p>Being a member of SWIFT allows us to collaborate with other schools and provides the opportunity to access high-quality CPD opportunities at discounted rates or free of charge. Being members means that we work in partnership with a range of establishments, including former Teaching School Alliances, a Research School, Schools, Trusts and Teaching School Hubs.</p> <p>'The EEF Guide to the Pupil Premium' references the fact that spending funding on ensuring high quality teaching "...should rightly be a top priority for pupil premium spending." https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools</p>	<p>1, 2 & 3</p>

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

Budgeted cost: £11,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Teaching and Learning Toolkit EEF	2 & 3
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2 & 3
Purchase additional support programmes (for example, Speech Link & Widgit subscriptions).	The findings below concur with the evidence that we have witnessed in school. Having access to the Speech Link programme has supported us in identifying pupils' language gaps so that interventions can be put in place and referrals made to the Speech and Language Team, if necessary. https://educationendowmentfoundation.org.uk/public/files/Impact of Covid19 on School Starters - Interim Briefing 1 - April 2021 - Final.pdf Purchase of the Widgit subscription enables us to remove a barrier to learning for those individuals who may struggle with reading / hearing and enables us to represent information in visual form.	1 & 2

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

Budgeted cost: £9.045

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>Including:</p> <ul style="list-style-type: none"> - training / release time for staff; - appointing attendance / support officers to improve attendance. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>One to one and small group tuition for pupils in need of additional support in relation to their own wellbeing / emotional literacy.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	2 & 4
<p>Educational residentials (half funding).</p>	<p>Due to financial limitations, many of our disadvantaged pupils would be unable to attend such visits without the significant price reduction.</p> <p>Outdoor adventure learning EEF</p>	4
<p>Contingency fund for acute issues.</p>	<p>Based on our experience and those of schools similar to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that are yet to be identified.</p>	1, 2, 3, 4 & 5

Total budgeted cost: £60,335

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment data

Nationally reportable data from the 2024/2025 academic year can be viewed below:

- Percentage of EYFS pupils reaching a Good Level of Development: 69% (National average: 68%). Of the four disadvantaged pupils within the cohort, three (75%) were assessed as having met the GLD.
- Percentage of Y1 pupils who passed their Phonics Screening assessment: 82% (National average: 80%) Of the eight disadvantaged pupils within the cohort, seven (88%) passed the Y1 Phonics Screening assessment.
- School average in the Y4 Multiplication Times Table Check: 21.4 marks (National average: 21 marks) Of the ten disadvantaged pupils within the cohort, three (30%) achieved a score of 21 or above – the national average score.
- Y6 Standard Assessment Tests outcomes:
 - Reading: 67% at expected standard (National average: 75%); 26% working at a greater depth standard (National average: 33%) There was no attainment gap between the performance of disadvantaged pupils and their non-disadvantaged peers.
 - Writing: 78% at expected standard (National average: 74%); 7% working at a greater depth standard (National average: 13%) There was a -14% attainment gap when comparing the performance of disadvantaged pupils within the cohort with their non-disadvantaged peers.
 - Maths: 81% at expected standard (National average: 72%); 15% working at a greater depth standard (National average: 26%) Disadvantaged pupils within the cohort outperformed their non-disadvantaged peers by 2%.
 - EGPS: 70% at expected standard (National average: 73%); 26% working at a greater depth standard (National average: 30%) There was a -4% attainment gap when comparing the performance of disadvantaged pupils within the cohort with their non-disadvantaged peers.
 - Percentage of pupils working at the expected standard or higher in reading, writing and maths: 59% (National average: 62%) There was a -12% attainment gap when comparing the performance of disadvantaged pupils within the cohort with their non-disadvantaged peers.

Attendance data

End of year 2024/2025 attendance data year can be viewed below:

- The average attendance (92%) of disadvantaged pupils was 3.7% below the school average and 2.8% below the national primary school average.

- Persistent absenteeism within the disadvantaged pupil cohort exceeded the national average by 12.2% and the school average by 18.8%.
- Severe absenteeism within the disadvantaged pupil cohort was 2.5% higher than the school average.
- Overall attendance, persistent absenteeism and severe absenteeism were all in a worse place at the end of the 2024/2025 academic year when compared to the 2023/2024 academic year.

The above information has been a key driver in determining the intended outcomes of this new, three-year Pupil Premium Strategy.

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
White Rose Maths	White Rose Maths
Widgit	Widgit Online
TT Rockstars & Numbots	Maths Circle Ltd.
Steplab	Steplab
Read Write Inc.	Ruth Miskin Training
Oxford Owl	Oxford University Press
Accelerated Reader	Renaissance Learning
Letterjoin	Green and Tempest Ltd.
Speech Link	Speech Link Multimedia Ltd.
Book Writes	Devon Education Services
SPaG.com	Orchard Digital Ltd.
Literacy Shed	Education Shed Ltd.
Tapestry	The Foundation Stage Forum Ltd.