

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	Teign School
Number of pupils in school	1111
Proportion (%) of pupil premium eligible pupils	21.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic Year: 2024-25 3 year cycle 2024/25-26/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lucie Wagner (Headteacher)
Pupil premium lead	John Reid (Assistant Headteacher)
Governor / Trustee lead	Paul Hurrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 223,032
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 223,032

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 the curriculum which equips our young people with the qualifications, skills and personal attributes to lead happy and fulfilling lives.

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. We use our Ordinarily Available Inclusive Provision (OAIP) offer to achieve this. OAIP ensures all staff use adaptive teaching strategies to close literacy gaps for disadvantaged students. Our approach 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 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. An example of this is the impact of our attendance strategy where we use our Improving Attendance Provision Map to put in place an individualised support plan for PP students who are not attending school regularly. During 2024-2025, we closed the attendance gap between PP and non PP students 0.6%. The DFE improvement target for school attendance in 2025-26 is 0.4%. We will aim to continue to close the PP attendance gap by aiming for an attendance improvement of 0.8%.

Challenges

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

Challenge number	Detail of challenge
1	Students eligible for PP do not make progress in line with their similar prior attaining non-PP peers.
2	Students eligible for PP have lower literacy rates which is contributing to lower outcomes. This is evident through assessments, observations and discussions with students. Literacy, and vocabulary in particular, are limiting factors in progress and attainment.
3	Students eligible for PP are disproportionately issued with follow ups or removed from lessons Internal data shows that lower attaining, disadvantaged students and those disadvantaged students with SEN spend a disproportionate amount of time in Reflection and Restriction suggesting metacognitive and self-regulation strategies are lacking as well as a lack of engagement with school in general. This has increased since the pandemic and school closures suggesting a greater negative impact on disadvantaged students.
4	Attendance for PP students is below that on non PP students. There are higher rates of persistent absence in PP than non-PP students and, on average, PP attendance is consistently lower than that of non-PP peers. This is carefully tracked each week and the gap remains consistent but is not improving.
5	There is a lower proportion of PP students participating in extracurricular provision. Data gathered at every extra-curricular club shows that far fewer PP students are involved in extra curricular activities. This may be tied to Challenge 3 whereby PP students are in sanctions and therefore unable to attend. Research suggests this is indicative of an overall lack of engagement in school.
6	Disadvantaged pupils and their families face barriers in accessing pastoral, wellbeing, and SEN support. Families of disadvantaged pupils may be unaware of or unable to access available support. This contributes to lower attendance at school events, reduced parental involvement in learning, and missed opportunities for early intervention.

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
Outcomes are in line with similar prior attaining students who are non-PP	By the end of our current 3 year plan, the Progress 8 gap has been reduced to 0. There is no difference in performance between PP and non-PP peers.
Literacy rates for Year 7–10 students improve through targeted intervention.	Students show improved literacy levels and the number of students needing additional literacy intervention reduces over the 3 year period. Any additional support needed is identified promptly.
Attendance of PP students in line with non-PP peers.	Attendance figures in line with national averages with no gaps between PP and non-PP attendance. Persistent absence will be at a minimum with clear evidence with PP PA is addressed quickly.
An increasing number of PP students participate in extra curricular activities.	Participation data will evidence higher number of PP students participating in extra-curricular activities term on term and year on year.
Improved parental engagement and access to support via the Teign Community Hub and SEN Drop-in Clinics.	Increased participation of disadvantaged families in Hub and clinic events by 20% year-on-year. Parent/carers surveys show. Correlation between Hub engagement and improved attendance and wellbeing outcomes.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality First Teaching implemented through coaching programme	Incremental coaching has been evidenced as having a high impact on PP outcomes whilst maintaining and boosting the outcomes of all students. Sutton Trust and EEF data demonstrates that high quality teaching has a greater impact on PP students than non-PP peers. This also aims to meet the needs of individual students in the classroom. In school evidence will include; Step Lab (coaching platform) data, lesson observations, pupil progress/attainment, attendance levels, student and parent/carers voice	1, 2, 3
CPD and on-going development opportunities to improve practice in pedagogical principles underpinned by ESW Pedagogical Principles and Teign OAIP.	EEF guidance on SEN in the classroom focused on the benefits of consistent pedagogical principles which are evidence informed. EEF guidance supports the use of 5 key methods of adaptive teaching. Staff skills at adapting practice increase outcomes. In school evidence will include OAIP strategy embedded in the classroom, CPD programme.	1, 2
Accessibility to the curriculum, high quality delivery of lessons ensuring all students make rapid progress, minimising disruption allowing for progress to be made.	EEF guidance on meeting the needs of individuals in the classroom to ensure scaffolding and modelling appropriate for all. Constant review of the curriculum through ESW teams to ensure curriculum is best available model.	1, 2, 3

	In school evidence will include; Step Lab (coaching platform) data, lesson observations, pupil progress/attainment, attendance levels, student and parent/carer voice	
--	--	--

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 provision of Lexia and Fresh Start Phonics literacy to close gaps in year 7 to 10 students.	<p>EEF guidance on small group and 1:1 provision used to target individuals.</p> <p>Lexia – EEF teachers toolkit identified that students using Lexia make 6 months additional progress on average.</p> <p>Lexia Reading Core5® EEF</p> <p>In school evidence is students in literacy intervention will improve reading age by at least 6 months in two terms.</p>	1, 2
Small group intervention to bridge gaps in English and Maths	<p>Targeted intervention with TA led sessions. Small group tuition shown to be effective in addressing gaps</p> <p>Teaching Assistant Interventions EEF</p> <p>In school evidence is students in small group literacy intervention are able to progress to wider literacy programmes within one year.</p>	2

Accelerated referral into Inclusion teams and developed use of the Graduated Response in order to ensure unmet needs are identified and met early on	<p>EEF guidance on meeting needs of individuals and identifying the needs of individual as part of the Graduated Response.</p> <p>NASEN and Whole School SEND guidance on provision mapping and effective school culture.</p> <p>Teaching Assistant Interventions EEF</p> <p>In school evidence is the graduate response process to identify need is being followed as part of the wider assess, plan, do, review graduated approach. Where required, a learning plan is in place to be used along with OAIP to overcome a student's barriers to learning.</p>	1, 2, 3
--	--	---------

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

Budgeted cost: £38,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Operation and development of the Teign Community Hub to improve family engagement, access to early help, and multi-agency collaboration.</p> <ul style="list-style-type: none"> • Weekly SEN clinics offering targeted support for families. • Early Help and safeguarding liaison to identify and address barriers at home impacting attendance and attainment. • Termly workshops for parents/carers on literacy, attendance, and wellbeing. • Coordination of community partnerships (e.g. food 	<p>Evidence from national evaluations of Family Hubs demonstrates that community-based models improve family engagement, access to early help, and multi-agency collaboration (DfE, 2022).</p> <p>Multi-agency early help approaches are shown to improve attendance, wellbeing, and attainment by addressing home-based barriers (DfE, 2023). Targeted SEN support and early identification improve inclusion outcomes (DfE, 2023). Parental engagement activities, such as workshops, strengthen relationships and enhance learning outcomes (Scottish Government, 2024).</p> <p>Coordination with community partners further promotes</p>	3,4,5,6

support, mental health services, youth engagement).	resilience and sustained support (LGA, 2023).	
<p>Attendance of PP students increases in line with non-PP students.</p> <ul style="list-style-type: none"> • Embedding principles of good practice from DfE’s “Improving School Attendance”. • Weekly tracking by the Attendance Team with pastoral follow-up. • Use of attendance mentors and parental engagement meetings for persistently absent students. 	<p>EEF “Improving School Attendance” (2022) recommends early identification and tailored support for at-risk pupils.</p> <p>EEF “Behaviour Interventions” (2019) supports consistent approaches to attendance management. Internal attendance data analysis shows that personalised, data-driven strategies reduce persistent absence among disadvantaged pupils.</p>	4, 6
<p>Vulnerability Index and systematic review of the contextual barriers impacting PP students</p> <ul style="list-style-type: none"> • Use of a vulnerability index to target provision • A Disadvantage Provision map that details and identifies the provision within the provision map 	<p>Research indicates that systematically identifying pupils’ contextual barriers enhances the targeting and impact of Pupil Premium support. The Education Endowment Foundation highlights that data-driven approaches, including vulnerability indices, help schools identify academic, attendance, behaviour, and wellbeing needs (EEF, 2023). Provision mapping enables schools to visualise current support, identify gaps, and refine interventions (Research School, 2023). Evidence also shows that broader measures of vulnerability, beyond PP eligibility, capture additional contextual factors affecting attainment and engagement (Research in Practice, 2022).</p>	3,4,5,6
<p>Culture of celebration and success to increase participation in extra-curricular and enrichment activities.</p> <ul style="list-style-type: none"> • Promotion of clubs, trips, 	<p>EEF “Arts Participation” and “Sports Participation” research highlights positive impacts on pupil engagement and social development.</p> <p>EEF “Metacognition and</p>	3,5,6

<p>and “11 by 11” programme opportunities to disadvantaged pupils.</p> <ul style="list-style-type: none"> • Rewards and recognition for participation and progress. • Systematic termly tracking of PP participation in enrichment activities. • Music lesson subsidy 	<p>Self-Regulation” (2018)</p> <p>supports structured enrichment as a way to build confidence and motivation.</p> <p>Internal participation data shows lower engagement of disadvantaged pupils in enrichment; targeted interventions aim to close this gap.</p>	
--	---	--

Total budgeted cost: £169,120

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 2024-25 academic year.

Part B: Review of Outcomes in the Previous Academic Year (2024–25)

Attainment and Progress

Headline data (PP students) is attainment 8 non PP 44.77 versus PP 34.36

Key observations:

- Overall, PP students remain slightly below the national average for strong passes (9–5) but have improved compared with 2023–24.
- Disadvantaged, SEND, boys, and LPA pupils remain the lowest-performing groups and drive much of the underperformance in headline measures.
- PPE vs actual outcomes indicate large positive improvements: nearly 1 in 6 more students secured a strong pass, and almost 1 in 5 more achieved a standard pass than predicted, demonstrating the impact of targeted interventions between PPE and summer exams.

Next steps:

- Continue bespoke interventions for HPA and LPA PP pupils, with targeted mentoring, nurture groups, and intensive pre-PPE support.
- Maintain focus on English and Maths via the Zorba method, operational line management, and departmental RAP reviews.
- Monitor tiering in Maths, Science, and MFL, ensuring accurate, evidence-based decisions for future PPE and exams.

Attendance

- PP attendance remains below non-PP peers (90.3% versus 84.8%), though persistent absence has slightly improved (reduced by 0.8%).

- The four-tier Improving Attendance Strategy, supported by personalised plans and early tutor intervention, has been effective in addressing some chronic attendance issues.
- Engagement with the Teign Community Hub has enhanced early support for families, contributing to improved attendance for targeted pupils.

Next steps:

- Embed Hub-based attendance support clinics and link attendance data with pastoral interventions.
- Set measurable attendance targets for PP pupils and monitor termly.

Behaviour and Engagement

- Disadvantaged students continue to be over-represented in Reflection referrals and follow ups.
- Mentoring, inclusion support, and adaptive teaching strategies have improved engagement, particularly for students previously identified as at risk of disengagement.

Next steps:

- Expand self-regulation and metacognitive coaching.
- Continue close monitoring of IR and sanctions data for PP pupils.

Extracurricular Participation

- PP participation remains below non-PP peers, though systematic tracking and interventions are helping to close the gap.
- The “11 by 11” programme has supported targeted PP student engagement.
- Student voice is being collected to identify barriers and improve participation.

Next steps:

- Use mentoring and direct invitations to increase PP participation.
- Continue monitoring termly, using participation data to guide targeted interventions.

Family and Community Engagement (Challenge 6)

- The Teign Community Hub and SEN Drop-in Clinics have been introduced in 2025/26 with the aim to increase family engagement, early help access, and multi-agency collaboration.
- Initial feedback shows improved confidence among parents/carers in accessing school support and navigating attendance, SEN, and wellbeing challenges.

Next steps:

- Expand parental engagement activities and monitor participation rates.
- Introduce surveys to quantify parental engagement and link this to student outcomes (attendance, engagement, attainment).

Strategic focus for 2024–25:

1. Maintain differentiated, high-impact interventions for targeted PP groups.
2. Strengthen parental engagement through the Community Hub and SEN clinics.
3. Embed attendance and behaviour monitoring with clear links to interventions.
4. Support subject leaders with line management and RAP reviews to drive departmental accountability.
5. Continue monitoring PPE and exam prediction accuracy to inform intervention timing and focus.

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

