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 (2026-2027) and the effect that last year's (2025-2026) spending of pupil premium had within our school.

School overview

Detail	Data
School name	Curry Mallet CofE VC Primary School
Number of pupils in school	70 (R – Yr6) 79 (Pre-School – Yr6)
Proportion (%) of pupil premium eligible pupils	8.57%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by Awaiting approval by Governors – 8.12.2026	Katie Hill, Headteacher
Pupil premium lead	Katie Hill, Headteacher
Governor lead	Heather Cope, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,647.00
Total budget for this academic year	£15,647.00

Part A: Pupil premium strategy plan

Statement of intent

We are ambitious for all. Our intention is that all pupils make good progress and achieve high attainment across all subject areas, whatever their individual needs or academic ability. Our school vision is that every child should be able to and given opportunity to 'Let their light shine' and our Pupil Premium Strategy supports this vision.

Quality first teaching, targeted academic support and enhancement of pupil well-being for all is at the heart of our approach, with a particular focus on areas in which disadvantaged pupils require additional support. Our strategy aims to benefit both disadvantaged and non-disadvantaged pupils in our school, closing any attainment gaps for all.

Our strategy is also integral to wider school plans to include support for the social and emotional mental health and well-being of all of our pupils to enable them to flourish.

This strategy is informed by robust diagnostic assessment of both academic (to identify gaps in learning and to identify any child who is not making good progress) and social emotional need.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- act early to intervene at the point need is identified

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling behind age-related expectations.
2	Our assessments, including the MHST survey alongside observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils and impact on their attainment. Requests for additional support with social and emotional needs has increased. Children are receiving both individual and small group interventions.
3	Our academic attainment data and pupil progress data indicate that attainment in writing has decreased, with children less inclined to write outside school due to an over reliance on technology.

4	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 2020-21: Disadvantaged: 92.3% Non-disadvantaged: 95.73% 2021-22 Disadvantaged: 88.54 % Non-disadvantaged: 93.35 % 2022-23 Disadvantaged: 92.50% Non-disadvantaged: 94.17% 2023-2024 Disadvantaged: 85.69% Non-disadvantaged: 93.96% 2024-2025 Disadvantaged: 88.29% Non-disadvantaged: 94.35% 2025-2026 Disadvantaged: 92.26% Non-disadvantaged: 96.67% Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	The number of children taking full advantage of the Government funding and attending Pre-School/ Nursery settings from the age of 2 prior to joining Primary School has decreased. This has resulted in increased numbers of children not being 'school ready' when they join reception.

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
To improve pupil wellbeing in our school, particularly our disadvantaged pupils.	Enhance levels of wellbeing from 2025-2026 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To provide a broad range of academic and social and emotional interventions to meet the needs of our pupils, in particular our disadvantaged pupils.	Programme of academic and social and emotional interventions in place for 2026-2027 demonstrated by: • range of interventions on offer • disadvantaged pupils accessing necessary academic and social and emotional interventions
To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Maintain improved attendance from 2025-2026 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
Improve writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2025-2026 show that only 33.32% of disadvantaged pupils met the expected standard.
Increased number of children attending Curry Mallet Pre-School to aid transition into Reception	Increased NOR at Curry Mallet Pre-School. Increased baseline scores for Reception cohort reflecting increased school readiness of pupils.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** (2026-2027) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65510.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/guidance-forteachers/assessment-feedback	1,3, & 5
Additional English Writing CPD & release time for English Lead. Purchase of additional high quality texts to resource Curry Mallet English rolling programme and Class Novel Book Spine.	Evidence: Increasing children's exposure to quality texts has multiple benefits to include: wider vocabulary and knowledge, enriched imagination and more developed narrative writing. (Senechal et al,2018)	1 & 3
Purchase of additional phonically decodable reading books which have fidelity to our SSP reading scheme (Unlocking Letters and Sounds).	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF EEF research: Phonics +5 months	1,2 &3

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance and supported by the Boolean maths hub. We will fund teacher release time to continue with sustaining phase of teaching for mastery with the Boolean Maths hub to embed key elements of teaching for mastery and use of manipulatives to improve reasoning. Maths lead to receive advice and support form Maths Specialist.	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF Research: Mastery Learning +5 months	1,3,5
Improve the quality of wellbeing and mental health of all. Well-being and mental health approaches will be embedded into our curriculum to include Forest school, PSHE- JIGSAW and Life Lessons. SENDco time to support professional development and training for staff. Access to termly ELSA supervision for trained staff member.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) EEF Research: Social & Emotional Research +3 months	1,2,4,5

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

Budgeted cost: **£6.004.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for identified children.	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionallearning EEF Research: Social & Emotional Research +3 months	1,2, 4
Individualised literacy interventions for those identified by SENDco	In school data shows rapid progress using this program. Some pupils will require additional support through high-quality, structured interventions to make progress. Adaptations and additional support | EEF EEF research: Teaching Assistant Interventions +4 Months	1,3

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

Budgeted cost: £3092.00

Activity	Evidence that supports this approach	Challenge number(s) addressed

Whole school community involvement -No Outsiders. Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundat ion.org.uk) Evidence suggests that positive relationships, high expectations and a sense of belonging support engagement, participation and positive behaviour. Universal approaches | EEF	1, 2, 3, 5
Embed principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Improve Social Emotional and Mental Health of pupils and staff. Engagement with training (DfE funded) and dissemination of MHST programme.	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 3, 4
Curry Mallet Curriculum enhancement of Sport & Music for all children. Enhancement of sporting & musical extra-curricular programme.	Physical activity has important benefits in terms of health, wellbeing and physical development. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity EEF Research: Physical Activity +2 Months Arts participation can have a positive impact on academic outcomes in other areas of the curriculum. EEF Research: Arts Participation +3 Months EEF Research: Extending School Time +3 Months	1, 2, 3, 4

Reduce costs of residential trips and educational visits. Encourage and support all disadvantaged children to attend a variety of extra-curricular clubs and activities.	https://educationendowmentfoundation.org.uk/support-forschools/school-improvementplanning/3-wider-strategies Research finds that children from the most disadvantaged households benefit from significantly more spending on extra-curricular activities than their peers. EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5months	1, 2, 3, 4
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All areas

Total budgeted cost: £ 31,262.00 (2021-2022)

Total Budgeted cost £ 26563.00 (2022-2023)

Total Budgeted Cost £15,677.00 (2023-2024)

Total Budgeted Cost £7,010.00 (2024-2025)

Total Budgeted Cost £14,167.00 (2025-2026)

Total Budgeted Cost £15,647.00 (2026-2027)

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:

2025-2026 academic year

Review of outcomes 2025-2026

Pupil well-being

ELSA support was available to identified pupils throughout the year. Pre and post pupil voice conferencing shows significant improvement in pupil well-being.

Participation in enrichment activities

PP Grant funding supported residential visits, curriculum linked trips and a range of pupil choice clubs, as well as curricular swimming.

Attendance

Attendance gap between disadvantaged to non-disadvantaged is closing

2024-2025 Gap = 5.66%

2025-2026 Gap = 4.41%

Attainment data

It would not be appropriate to publish attainment data due to our small cohorts and those in receipt of PP Grant could be identified.

Review of outcomes 2025-2026

Children in receipt of the Pupil Premium Grant benefitted from external support such as THRIVE assessment and implementation of Thrive therapeutic support.

Neuro diverse Training (PINS) for all staff has increased knowledge of and application of neurodiverse teaching strategies to support inclusion and minimise the risk of potential FTE and/or PE.

Qualitative evidence shows that individualised interventions, such as 1:1 support and Forest School continue to have a very positive impact.

2025-2026 Increased ELSA support for those in receipt of PP Grant. Trained ELSA staff member supported with ½ termly supervision sessions to deliver emotional literacy support has benefited children across the school.

Wider strategies:

Mental Health Lead trained. Enabling more effective support for mental health and wellbeing across the whole school community. Enrolled as a MHST School 2026-2027.

Reduced cost for residential trips, educational visits and school clubs was available, as research finds that children from the most disadvantaged households benefit from significantly more spending on extra-curricular activities than their peers. (e.g. Enabling all children to attend residential trips).
EEF Research: outdoor learning +4 months, outdoor adventure learning adds +5months.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour and attendance. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate activities such as lunch time clubs, Forest School, playing in Sports Teams and attending extra-curricular clubs