

Pupil premium strategy statement – Kings Nympton Primary 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	31
Proportion (%) of pupil premium eligible pupils	29%
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)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	V Fenemore
Pupil premium lead	W Slocombe
Governor / Trustee lead	W Slocombe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10257
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1500
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>	£11757

Part A: Pupil premium strategy plan

Statement of intent

The Federation uses the grant to narrow achievement gaps between these students and other (non-PP) students nationally – “closing the advantage gap”. Not all our children eligible for PP funding have lower attainment than their peers, and in such cases the grant is used to help improve the achievement of these students so that they reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – children needing to be in school for the start of the school day and regularly.
2	Learning – children in the PPG are making as good or better progress compared to their similar peers.
3	TA support – Use of teaching assistants across the school to support children with learning.

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
Children attend school regularly and on time.	Attendance data above 95%
Attainment for children in PPG is as good or better than similar peers.	School collected data and nationally published data.
Targeted TA support.	Teachers' planning and classrooms evidence that TAs are being used to support PPG.

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: £ 1954

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD as part of weekly teachings staff meetings and half termly TA meetings. Addresses and reviews strengths and weaknesses in targeted support for closing the gap for disadvantaged children. CPD also on behaviour management and safeguarding regularly provided.	Education Endowment Fund Data indicates need. Monitoring of CPOMs incidents to monitor trends in behaviour, safeguarding and attendance.	1, 2, 3
Teachers continue to line manage their TA support staff to ensure targeted provision is provided where necessary. This leads to in-class interventions, pre-teaching and close monitoring.	Whole school ethos. Education Endowment Fund.	3
Daily use of running track, children aiming for daily mile. 1.5 hrs (KS1) and 2 hrs (KS2) of PE per week.	NHS Active lifestyles EEF	1, 2
HLTA support across KS2 to ensure high-quality catch-up is in place.	EEF Support staff provision regularly reviewed.	3
Teacher analysis of data and reports to parents, 3 times a year. Maintains regular communication with parents and opportunities to review	Teacher analysis of data. Attendance reports.	1, 2, 3

progress. Regular communication regarding attendance targets and percentages.		
SIP linked to data and targeted provision.	Data driven	1, 2, 3

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

Budgeted cost: £ 8541

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1:1 reading	Teacher toolkit	2
Nessy	Recommended / diagnostic	2
Bug club	Recommended / diagnostic	2
Nuffield early intervention language	DfE intervention	2
Babcock teaching sequences	Devon Education Services	2
Lego therapy	Recommended / diagnostic	2
Meet and greet for all children, enhanced for targeted children.	Reducing anxiety, secure and safe start to the day.	2
Jump start Johnny	Positive effect on learning	1, 2
Speech and language therapy	Early intervention	2

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

Budgeted cost: £ 1963

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wrap around care provided by school.	Supports attendance and healthy lifestyle with good start to the day.	1, 2
SLT time for early help intervention and referral	Devon's approach regarding support for families.	1, 2

Whole school restorative behaviour approach, with shared language and phrasing.	EEF – social and emotional learning have positive impact equivalent to 4 months.	2, 4, 5
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Total budgeted cost: £ 12458

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Kings Nympton Primary School is not required to publish its SATs results due to the size of the cohort making it easily identifiable. From our own internal data, we have analysed and results are positive for all children, including disadvantaged. We remain committed to raising the attendance and attainment of all our pupils including those that are disadvantaged. Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

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
Jump start Johnny	Jump start Johnny
English Teaching Sequences	Devon Education Services
Bug Club	Active Learn
Nessy	Nessy Learning