

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Tavistock Primary and Nursery School
Number of pupils in school	321 Total (280 YR to Y6 + 41 Nursery)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Chair of Governors
Pupil premium lead	Emma Byrom
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,410
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£141,410

# Part A: Pupil premium strategy plan

## Statement of intent

In considering the intention of our pupil premium strategy, we have taken into account the context of our school and the challenges it brings. We have used the EEF research to inform the actions we take, alongside our own research and evidence, which has also informed us on the barriers to learning the disadvantaged children in our school face and the most successful strategies to improve outcomes. The plan also considers the challenges faced by vulnerable pupils, e.g. children who are young carers or those subject to a child in need or child protection plan. This plan is intended to support their needs, regardless of whether they are disadvantaged or not. We are determined that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

The key to successful outcomes for all pupils is high-quality teaching. To support this, elements of the plan are directed at securing this across all classes and year groups. We focus on areas in which disadvantaged pupils require the most support: communication and language, social and emotional development, early reading experiences, good attendance and parental engagement. High-quality teaching 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 the challenges and individual needs of the children at Tavistock Primary and Nursery School, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted have been arrived at through a team approach to understanding the gaps in our children's learning and complement each other to help pupils excel. To ensure they are effective we will:

- regularly review our approaches and make changes when we identify that the gap is not closing rapidly enough
- where possible, match strategies from the Pupil Premium Strategic Plan to our Strategic School Improvement Plan to maximize resources and the impact of both plans
- ensure disadvantaged pupils are challenged in the work that they're 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

## Challenges

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

Challenge number	Detail of challenge
1	<p>On entry baseline assessments, observations and discussions with children highlight low attainment on entry to Early Years Foundation Stage in the prime area of communication and language. In particular, children have not had the pre-reading experiences and oral language development that support rapid acquisition of phonic skills.</p> <p>These underdeveloped receptive and expressive language skills and vocabulary gaps are more evident in our disadvantaged children than their non disadvantaged peers and have a negative impact on the development of reading and writing skills in this group.</p>
2	<p>Our assessments, observations, discussions with children and teacher referrals to the SENDCO have identified a rapid increase in levels of special educational need across the school - particularly in disadvantaged children. The number of EHCPs in the school has risen from 4 in July 2020 to 17 in September 2023. 47% of the children with EHCPs are also disadvantaged.</p> <p>The majority of these children's needs are in the SEND areas of Social Emotional Mental Health and Communication &amp; Interaction. Whether or not this increase is directly linked to the pandemic has been harder to identify, however, the rise has occurred within its timeframe.</p>
3	<p>Our assessments, observations and discussions with children and families have identified social and emotional issues for many children. Since the return from school closures in 2021, there has been a significant rise in children finding the transition into school difficult, expressing anxiety around being in school, completing work (in particular most elements of the English curriculum), socialising with peers and feelings of depression and anxiety. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Our assessments, observations, discussions with children and teacher referrals to the SENDCO have identified a rapid increase in levels of special educational need across the school - 38 pupils were added to the SEND Register in the Autumn Term 2025/26, bringing the number of pupils on the SEND Register to 105. The number of EHCPs in the school is currently at 9, this is expected to rise to 22 as more EHCNAs are processed. Over 50% of pupils on the SEND Register are also Pupil Premium, 40% of pupils with EHCP are also Pupil Premium.</p>

4	<p>On entry baseline assessments and staff observations highlight significantly low attainment in the prime area of personal, social and emotional development. In the early learning goals for managing self, there are a significant number of children starting school unable to manage their basic hygiene and personal needs, in particular, going to the toilet. This has a negative impact on children’s time accessing the curriculum, as well as taking staff resources from curriculum engagement. Further impacting on standards.</p> <p>The areas of self-regulation and building relationships are equally under developed. Underachievement in the PSED ELGs impacts negatively on children’s ability to access all other areas of the early years curriculum and significantly slows progress in early reading and mathematical development.</p>																																																								
5	<p>40 children are currently supported through Early Help (TAFs), Child in Need or are looked after. These children are living in chaotic families, attendance and punctuality is poor, there are issues of domestic violence, poverty, drug and alcohol misuse and mental health concerns. The majority of these parents find it difficult to engage with the school and need high levels of intervention from skilled practitioners to support the family, secure their trust and engagement and improve outcomes for the children.</p>																																																								
6	<p>Our attendance data over the last 2 years indicates that attendance is weaker for disadvantaged pupils which a significant difference in persistently absent pupils.</p> <p><b>Disadvantaged 23/24</b></p> <table border="1" data-bbox="347 1070 1596 1182"> <tr> <td>Attendance </td> <td>Absence </td> <td>Persistent Absence </td> <td>Authorised </td> <td>Unauthorised </td> <td>Lates </td> <td>Severely Absent (&lt;=50%) </td> </tr> <tr> <td>91.6%</td> <td>8.4%</td> <td>30.6%</td> <td>6.1%</td> <td>2.3%</td> <td>3.1%</td> <td>0 0.0%</td> </tr> </table> <p><b>Non disadvantaged 23/24</b></p> <table border="1" data-bbox="347 1294 1596 1406"> <tr> <td>Attendance </td> <td>Absence </td> <td>Persistent Absence </td> <td>Authorised </td> <td>Unauthorised </td> <td>Lates </td> <td>Severely Absent (&lt;=50%) </td> </tr> <tr> <td>94.9%</td> <td>5.1%</td> <td>8.8%</td> <td>4%</td> <td>1.1%</td> <td>1.3%</td> <td>3 1.3%</td> </tr> </table> <p><b>Disadvantaged 24/25</b></p> <table border="1" data-bbox="347 1563 1596 1675"> <tr> <td>Attendance </td> <td>Absence </td> <td>Persistent Absence </td> <td>Authorised </td> <td>Unauthorised </td> <td>Lates </td> <td>Severely Absent (&lt;=50%) </td> </tr> <tr> <td>90.1%</td> <td>9.9%</td> <td>29.2%</td> <td>7.1%</td> <td>2.8%</td> <td>2.4%</td> <td>2 2.2%</td> </tr> </table> <p><b>Non disadvantaged 24/25</b></p> <table border="1" data-bbox="347 1787 1596 1899"> <tr> <td>Attendance </td> <td>Absence </td> <td>Persistent Absence </td> <td>Authorised </td> <td>Unauthorised </td> <td>Lates </td> <td>Severely Absent (&lt;=50%) </td> </tr> <tr> <td>94.9%</td> <td>5.1%</td> <td>10.9%</td> <td>4.3%</td> <td>0.8%</td> <td>0.9%</td> <td>3 1.4%</td> </tr> </table>	Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Lates	Severely Absent (<=50%)	91.6%	8.4%	30.6%	6.1%	2.3%	3.1%	0 0.0%	Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Lates	Severely Absent (<=50%)	94.9%	5.1%	8.8%	4%	1.1%	1.3%	3 1.3%	Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Lates	Severely Absent (<=50%)	90.1%	9.9%	29.2%	7.1%	2.8%	2.4%	2 2.2%	Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Lates	Severely Absent (<=50%)	94.9%	5.1%	10.9%	4.3%	0.8%	0.9%	3 1.4%
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## 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 oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews, class visits and ongoing formative assessment.
Improved reading attainment among disadvantaged children.	KS2 reading outcomes in 2025/26 and subsequent years show that more than 65% of disadvantaged pupils meet the expected standard.
SEND children receive well targeted, effective interventions and support that secures good progress across all areas of the curriculum.	<ul style="list-style-type: none"> <li>• Attainment for SEND pupils at the end of KS2 is good in relation to their starting points</li> <li>• Exclusions are rare</li> <li>• The behaviour policy, based on a relational approach, is supporting pupils to feel safe, listened to and ready to learn.</li> </ul>
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>□ qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
	<ul style="list-style-type: none"> <li>• a significant reduction in children needing support to manage their feelings of anxiety around school</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Increased attainment of the early learning goals in personal, social and emotional development by the end of the Foundation Stage, particularly our disadvantaged children.	Attainment of the ELGs in PSED are at 65% in 2025/26 and increase annually

Parental engagement is high across all groups, particularly in our disadvantaged families.	<p>Sustained parental engagement from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>attendance at parent consultations, workshops and celebration assemblies and performances</li> <li>Number of parents actively engaged in the home school association</li> <li>Number of parent volunteers in school</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>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 1.5%.</li> <li>the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 0.5% lower than their peers.</li> </ul>

## 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: £130,536

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Reading and Systematic Synthetic Phonics Leader to further	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 & 2

<p>develop the school's SSP approach, in particular with a focus on blending, to secure stronger phonics teaching for all pupils.</p>		
<p>Termly staff training with the SP and ER Lead to establish consistent understanding and implementation of the SSP and Early Reading strategy</p>	<p>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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 &amp; 2</p>
<p>Early Years TAs trained by staff experts in the use of 'Let's Talk More' and 'Toddler Talk' interventions. TAs implement with identify</p>	<p>The EEF preparing for literacy: Improving communication, language and literacy in the early years provides strong evidence for the value of prioritising the development of communication and language in the early years and the positive impact this has on children's attainment in reading and writing as they progress through school.  <a href="https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf">https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf</a></p>	<p>1, 2, 3, 4 &amp; 5</p>

d children		
SENDCO to increase time spent monitoring experiences of SEND children in class to support early identification of SEND needs, support with planning and implementing strategies	The EEF SEN in mainstream schools guidance report recommends ensuring all pupils have access to high quality teaching and carefully selected small group and 1:1 interventions. Our experience has shown that this is most effective when managed strategically by an SEN expert.	1, 2, 3, 4, 5 & 6
for rapid progress and funding applications	<a href="https://d2tic4wvo1iusb.cloudfront.net/eefguidancereports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eefguidancereports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a>	

<p>Training of Attachment Based mentors for identified TAs in each key stage to support vulnerable children identified by DSLs or other staff.</p>	<p>EEF research suggests that a relational approach to all children is the most effective way of managing challenging behaviour. The ABMs support all staff to know and understand our pupils and their influences, developing relational support plans that ensure challenging behaviours are identified and managed at an early stage and dysregulation and exclusion is minimised as much as possible. <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p>	<p>3, 4 &amp; 5</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional TA support in Nursery to increase capacity for targeted C&amp;L support from skilled EYFS TAs</p>	<p>The EEF preparing for literacy: Improving communication, language and literacy in the early years provides strong evidence for the value of prioritising the development of communication and language in the early years and the positive impact this has on children’s attainment in reading and writing as they progress through school. <a href="https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf">https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf</a></p>	<p>1, 2, 3, 4 &amp; 5</p>
<p>Targeted interventions from teachers and trained TAs for children identified as falling behind at class progress meetings at the end of the Autumn Term.</p>	<p>Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>

<p>Use of Speech and Language link to assess and identify children presenting with language delay (receptive and/or expressive language). Followed with the use of speech and language programmes (SALT service) to meet the identified needs.</p>	<p>The EEF preparing for literacy: Improving communication, language and literacy in the early years provides strong evidence for the value of prioritising the development of communication and language in the early years and the positive impact this has on children’s attainment in reading and writing as they progress through school.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf">https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf</a></p>	<p>1, 2, 3, 4 &amp; 5</p>
<p>TAs to be trained by SENDCO in the use of a Communication and interaction intervention. TAs implement this programme weekly with identified children.</p>	<p>EEF research suggests that a relational approach to all children is the most effective way of managing challenging behaviour. The SENDCO ensures support staff in the EYFS know and understand our pupils with communication and interaction needs and their influences, developing relational support plans that ensure behavioural needs are identified and managed at an early stage and dysregulation is minimised as much as possible.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p>	<p>3, 4 &amp; 5</p>
<p>TAs trained by inhouse expert in the use of phonic interventions, precision teaching and project X. Weekly interventions carried out across all key stages with identified children</p>	<p>EEF guidance on making best use of TAs found that the use TAs to deliver high quality one-to-one and small group support using structured interventions was an effective strategy to close the gap for disadvantaged pupils.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02162019_wsqd.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02162019_wsqd.pdf</a></p>	<p>3, 4 &amp; 5</p>

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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'Normal Magic' team	Building a strong relationship between home and school and ensuring a shared dialogue about the	6
of family support workers to liaise with home and school, supporting families with low attendance and safeguarding needs that meet the early help threshold.	role of parents in children's learning has a positive impact on attendance, behaviour in school and academic progress <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/supporting-parents/EEF Parental Engagement Guidance Report.pdf</a>	
Safeguarding team meetings	The safeguarding team meets regularly to discuss families and review evidence gathered on the school's electronic reporting system. In-house evidence has shown this has appositive impact on the distribution of knowledge on the vulnerable families and, consequently, our ability to target support effectively to these families.	6
Supplementing residential costs for disadvantaged families when possible	Attendance on school residential is sometimes the only experience our disadvantaged families have of leaving the Devon area and experiencing wider British society. This is essential for their cultural development and awareness of the world.	3, 4 & 5

**Total budgeted cost: £158,816**

# 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 2020 to 2021 academic year.

	<p><u>Attendance:</u> All children – 93.5% Disadvantaged - 90.1% Non-disadvantaged – 94.9%</p>
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	Pupil Outcomes - Internal data		
<b>Year Reception Good Level of Development</b>	<b>Outcomes (%)</b>	<b>Disadvantaged</b>	<b>Non/disadvantaged</b>
Baseline Data September 2024	33%	9%	44%
Spring Term	37%	18%	46%
Summer Term	43%	18%	50%
<b>Year 1 Phonics Screening June 2025</b>	<b>Outcomes (%)</b>	<b>Disadvantaged</b>	<b>Non/disadvantaged</b>
Standard Met	22/30 73%	5/9 56%	17/21 81%
<b>Year 2 Phonics Screening</b>	<b>Outcomes (%)</b>	<b>Disadvantaged</b>	<b>Non/disadvantaged</b>
June 2025 Standard Met	8/10 80%	4/5 80%	4/5 80%
<b>2025 KS1 Attainment Data Summer Term</b>	<b>Outcomes (%)</b>	<b>Disadvantaged</b>	<b>Non/disadvantaged</b>
Expected standard+ Reading	77%	33%	86%
Expected standard+ Writing	63%	17%	56%
Expected standard+ Maths	78%	33%	88%
Reading, Writing and Maths	63%	17%	81%
<b>2025 KS2 Attainment Data Summer Term</b>	<b>Outcomes (%)</b>	<b>Disadvantaged</b>	<b>Non/disadvantaged</b>
Expected standard+ Reading	74%	42%	83%
Expected standard+ Writing	59%	42%	64%
Expected standard+ Maths	72%	33%	83%
Reading, Writing and Maths	54%	33%	57%

## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*