

Pupil premium strategy statement – Shute Community 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	51 (including PreSchool) 43
Proportion (%) of pupil premium eligible pupils	6 children 12% including PreSchool 14% (not including Pre-school)
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)	2026- 2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Alison Mackey, Executive Head
Pupil premium lead	Sophie Percival- Head of School
Governor / Trustee lead	Lorraine Crosfield, CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7575
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£7575

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

❖ *What are your ultimate objectives for your disadvantaged pupils?*

Shute Community Primary School is committed to ensuring that all disadvantaged pupils achieve well and are fully supported to overcome barriers created by socio-economic disadvantage, rural isolation, and limited access to wider services.

As a school we are committed to following the Devon Moors Federation Pupil Premium Strategy intent which aims to:

- Diminish differences in attainment, progress, attendance, and wider outcomes between disadvantaged pupils and their peers.
- Ensure disadvantaged pupils experience high-quality teaching, strong pastoral support, and rich opportunities.
- Remove barriers related to attendance, early language, reading, SEMH needs, and enrichment.
- Use funding strategically, transparently, and based on evidence.

Pupil Premium funding is viewed as a tool to improve outcomes, not a label for pupils.

❖ *How does your current pupil premium strategy plan work towards achieving those objectives?*

At Shute the focus of our pupil premium strategy is to ensure that we keep high-quality first teaching as our highest priority for PP spend. We identify needs early and review progress regularly to reflect on our provision and to evaluate its impact and refine when needed. All staff know that attendance is everyone's responsibility. We ensure pastoral and academic support are closely aligned. Spending decisions are informed by evidence.

❖ *What are the key principles of your strategy plan?*

Our strategy is built upon the following key principles:

- High aspirations for every pupil, regardless of disadvantage.
- Early identification of need and timely intervention.
- A strong focus on reading, vocabulary development and communication skills.
- Promotion of positive attendance, wellbeing and readiness to learn.
- Removing barriers created by rural isolation through enrichment and wider opportunities.
- Strengthening relationships with families to improve engagement with learning.
- Careful monitoring and evaluation to ensure funding has measurable impact.

By adopting this approach, we aim for disadvantaged pupils to achieve strong progress, maintain good attendance, take an active part in school life, and leave Shute Community Primary School as confident and successful learners, ready to embrace the next stage of their educational journey.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and classroom monitoring indicate that some disadvantaged pupils have gaps in vocabulary, language development and reading comprehension. These factors can impact pupils' ability to access the wider curriculum and communicate their understanding confidently. The challenge is more evident for some disadvantaged pupils due to reduced opportunities to develop vocabulary and language beyond school.
2	Internal assessment information shows that some disadvantaged pupils require additional support to achieve age-related expectations in reading, writing and mathematics. Gaps in phonics, handwriting, number fluency and curriculum knowledge can affect progress and attainment over time if not addressed through timely intervention and high-quality teaching.
3	Attendance data indicates that attendance and engagement with learning can present a barrier for half of our disadvantaged pupils. Reduced attendance impacts access to learning, curriculum continuity and opportunities to fully participate in school life.
4	Discussions with pupils and families, alongside staff observations, indicate that some disadvantaged pupils experience challenges linked to wellbeing and resilience.

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 reading attainment and vocabulary for disadvantaged pupils	Internal assessments, pupil progress data and teacher assessment demonstrate that disadvantaged pupils make at least expected progress from their starting points in reading. Pupils demonstrate improved vocabulary, language and comprehension skills through classroom participation, reading assessments and book scrutiny.

Improved outcomes in reading, writing and mathematics for disadvantaged pupils. To achieve and sustain improved attendance for disadvantaged pupils.	The proportion of disadvantaged pupils achieving age-related expectations in reading, writing and mathematics increases over the lifetime of the strategy. Attainment gaps between disadvantaged pupils and their peers are reduced, and disadvantaged pupils make at least expected progress from their individual starting points
To achieve and sustain improved attendance for disadvantaged pupils.	Attendance of disadvantaged pupils is at least in line with national expectations and the gap between disadvantaged pupils and their peers is reduced. Persistent absence among disadvantaged pupils decreases and pupils attend school regularly.
To improve wellbeing, resilience and readiness to learn for disadvantaged pupils.	Pupil voice, wellbeing surveys, staff observations and pastoral records demonstrate improved confidence, resilience and engagement with learning. Pupils can access learning successfully, regulate emotions in an age-appropriate way and participate positively in school life.

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: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that the most knowledgeable and experienced members of staff are deployed to implement Little Wandle Catch Up sessions daily.	Fidelity to the scheme will ensure that consistent, high quality phonics teaching supports reading accuracy, GPC awareness and fluency. The 3 read structure ensures each child can focus on each aspect of reading in turn and build on their fluency with each read. When necessary, a fourth read is completed to support an identified weakness linked to a specific text.	1, 2

Develop a vocabulary-rich curriculum where subject specific vocabulary is explicitly taught. Opportunities for talk will support the development of language and communication across the curriculum. Subject specific vocabulary is added to all Knowledge Organiser.	EEF evidence demonstrates that oral language and vocabulary development have a high impact on pupil outcomes. Explicit vocabulary instruction improves comprehension and access to the wider curriculum.	1, 2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 6325 *staffing, maths subscription, phonics materials.*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Little Wandle Catch up and Keep Up sessions	Phonics approaches have a strong evidence base, and targeted phonics interventions can accelerate progress for pupils at risk of falling behind.	1
Implementation of a structured handwriting pro-programme to improve transcription skills, presentation, fluency and written outcomes. Progress will be tracked and reviewed regularly. Little Wandle Handwriting programme will be used when appropriate, all staff will have the correct resources to ensure knowledge of phrases and rhymes are consistent across all adults. All children will have access to thin and wider pencils to ensure comfortable, effective pencil grips can be used.	Developing transcription skills reduces barriers to writing and enables pupils to communicate their ideas more effectively across the curriculum.	2
Targeted mathematics intervention delivered by trained staff using White Rose Maths Hub	Developing fluency in key mathematical facts supports pupils in accessing more	2

materials consistent with whole school expectations, regularly monitored to ensure consistency and effective provision is being provided. Interventions will focus on securing number fluency, closing gaps in understanding and building confidence in mathematics.	complex mathematical concepts and problem-solving.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop a relational and values-led approach to wellbeing through 1:1 SEMH support, all classes using consistent images linked to Zones of Regulation working closely with our SENCO to write effective regulation plans and partnership working with the Mental Health Support Team (MHST).	EEF evidence demonstrates that high-quality social and emotional learning can improve wellbeing, behaviour, engagement and academic outcomes, particularly for disadvantaged pupils.	4
Flexible approach to playtimes and 1:1 support given to some disadvantaged pupils to ensure children are supported through playtime conflicts, support regulation, transition between playtime and learning is effective and to support developing communication between peers.	EEF evidence demonstrates that every pupil should have a supportive relationship with a member of school staff- members of staff are chosen very carefully when picked for supporting at playtimes. We ensure that these members of staff have positive relationships with the children and are consist with the school behaviour policy.	3, 4

Remove financial barriers that may prevent disadvantaged pupils from accessing educational visits, residential experiences, clubs and enrichment opportunities. Financial support will be provided where required to ensure all pupils can participate fully in school life- including peripatetic music lessons being subsidised	The Devon Moors Federation identifies rural isolation and reduced access to enrichment opportunities as barriers for disadvantaged	4
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Total budgeted cost: £7575

Part B: Review of the previous academic year

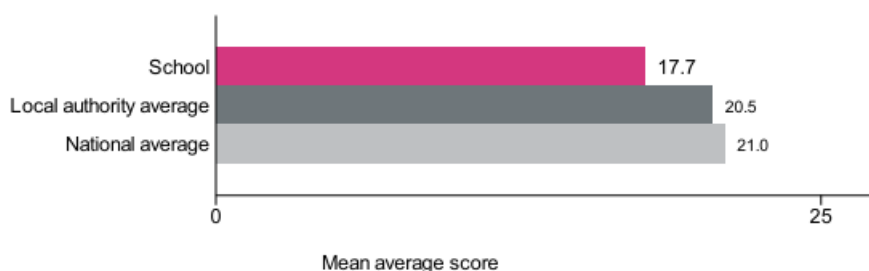
Outcomes for disadvantaged pupils

Year 6 SATs Result 2025

There were no pupil premium children in Year 6

Year 4 Multiplication Check Results 2025

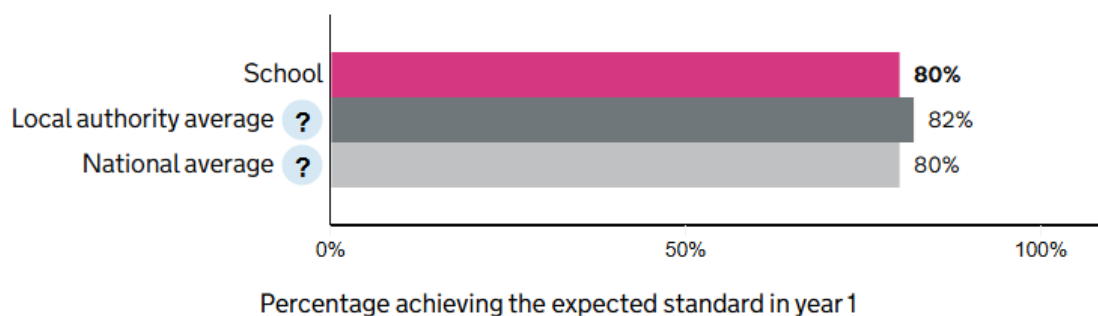
Number of pupils = 11



Year 1 Phonics Screening Check 2025

Percentage achieving the expected standard in phonics

Number of pupils = 10



Provision mapping identified PP children, to ensure they are supported to access learning more effectively. PP children completing Phonics Screening Check and Multiplication Check are on the SEND register or watch list to ensure the school are supporting their language understanding, speech and learning needs. The PP child scored 30 in the Phonics Screening check. They received daily support and keep up sessions to improve this score from the initial assessment before Easter. 15 was scored on the Multiplication check for the Year 4 child.

PP children received subsidised trips, including residentials.

Ethos of high expectations in all classes for all children.

Children's social and emotional needs are supported through weekly sessions with a teaching assistant.

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
maths	White rose premium
phonics	Little Wandle
spelling	Ed shed