



Southmead Primary School

Wrafton Road, Branton, North Devon, EX33 2BU

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Headteacher: Mr Nicholas Plumb

Southmead Pre-School

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Manager: Mrs Jo Lucas



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	Southmead Primary School
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	20.75%
Academic year / years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2024 to 2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr N Plumb
Pupil Premium lead	Mrs N Jefferies
Governor / Trustee lead	Mr N Plumb

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£95 445
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£95 445
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.	n / a



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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, have positive school experiences, make good progress and achieve to the best of their ability across all areas of our school.

We do not wish for our 'disadvantaged children' to feel disadvantaged. We want them to build social capital and achieve the very best they can. Therefore, we aim to provide excellent learning experiences and support our children to make good progress from their individual starting points, providing them opportunity to meet age-related expectations in all areas.

We also aim to provide opportunities to inspire, motivate and enthuse children in their learning and all aspects of school.

We continue to strive to close the gaps between Pupil Premium and Non-Pupil Premium pupils, with a continued awareness of the effects of the last few years and individual needs.

We are also committed to supporting our families so that they can best support their children – academically, socially and emotionally, with a key focus on their well-being.

For children to be able to achieve all of the above, we aim to ensure that attendance is in line with Non-Pupil Premium pupils and meets or exceeds Devon and National averages and have signed up to the Devon Charter of 97% Attendance.

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement and support from home e.g. school attendance, not reading at home, not completing homework, not challenging poor attitudes to learning.
2	SEND needs of our Pupil Premium children, including Speech and Language and increasing levels of neurodiversity diagnoses.
3	Well-being needs of pupils and their family, including increased anxieties.
4	Phonetic knowledge and understanding which impacts on Reading and Spelling, as well as access to the wider curriculum.
5	Key Stage 1 Attainment for Reading and Writing is lower than the expectations we have set.
6	Key Stage 2 Reading, Writing and Maths Combined is below national averages for Expected and Greater Depth.
7	Sustaining a positive learning attitude.
8	Family's personal and financial difficulties.
9	Current starting points from entry.



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10	High levels of mobility.
11	Family's housing situation

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's attendance improves and there is an increase in parental engagement, linking more with school. The child is supported more on their learning journey. <i>Parental engagement and support from home e.g. school attendance, not reading at home, not completing homework, not challenging poor attitudes to learning.</i>	Attendance improves across our school. Children have additional opportunities to read at school. Parents / Carers are supported and know how to support their child's learning. Engagement between school and home continues to improve. Children have opportunity to complete Home Learning. Families are more positive towards school. Trusting relationships have been built.
Speech and Language is supported for our Pupil Premium children and they are able to express their emotions more. SEND pupils achieve to the best of their ability. <i>SEND needs of our Pupil Premium children, including Speech and Language.</i>	Children's Speech and Language skills / assessments show improvements. Speech and Language needs reduce. Children are able to speak in full sentences. Children are able to listen to each other and adults. Children are able to express their emotions more freely. Children with SEND are supported to achieve their full potential. There are less behaviour needs presented as children are able to express themselves. Trusting relationships have been built.
Anxieties for the family have reduced. Well-being of pupils increases. Children feel happier and more secure. <i>Well-being needs of pupils and their family, including increased anxieties.</i>	School community report that anxieties have reduced. Well-being of pupils has improved. Higher boundaries achieved on Thrive Assessments. Children report they are even happier at school. Early Help Meetings report improvements for each family. Pupil Premium children have access to Thrive.
A greater % of PP children achieve a pass in their Phonics Screening in Year 1 (and Year 2 where appropriate). <i>Phonetic knowledge and understanding which impacts on Reading and Spelling, as well as access to the wider curriculum.</i>	A greater % of PP children pass their Phonics Screening. PP Reading progress and phonetic understanding increases. Children are more confident with their Reading.



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Key Stage 1 Attainment for Reading and Writing increases with an aim of achieving or exceeding National averages. <i>Key Stage 1 Attainment for Reading and Writing is below National averages.</i>	PP Reading and Writing achievements increase. PP Reading and Writing are at least in-line with national averages.
Key Stage 2 Reading, Writing and Maths Combined increased and is in-line or above national average. <i>Reading, Writing and Maths Combined is above national averages for Expected and below for Greater Depth.</i>	Key Stage 2 Reading, Writing and Maths Combined increases and is at least in line with national averages.
A secure, positive learning attitude is developed for all children – especially PP children. <i>Sustaining a positive learning attitude.</i>	Children demonstrate a positive attitude towards learning. Children share that they feel safe and secure. Children are engaged in their learning and uphold all of our school values.
Families are supported personally and financially to support our children. <i>Family's personal and financial difficulties.</i>	Families feel supported and families that would benefit from Early Help are enrolled and engaging. Families are well signposted to support. Positive and supportive relationships are fostered to enable families to feel comfortable and happy to share their personal situations with school.
Children have improved starting points. <i>Current starting points from entry.</i>	Children attending pre - school settings. Outreach and liaison with pre - schools are having a positive impact on transition. Improved communication with previous setting. Reduced speech and language delays.
Mobile pupils have as many opportunities as possible and are supported with their transitions. <i>High levels of mobility.</i>	Mobility does not impact on pupil outcomes.

Activity in this academic year - 2025-26

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

Teaching (for example CPD, recruitment and retention)

Budgeted cost: £ 34 360.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Streamed Phonics Lessons	Pupil outcomes from current assessments and tracking. Pupil and staff voice. Lesson planning.	2, 4, 5 and 6



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Maths subject lead support for class teachers to embed maths mastery approach	Maths outcomes across the school. Staff and pupil voice. DCC / Maths Hub evidence-based programme.	2, 5 and 6
Curriculum Release Time to develop and support subject areas.	Subjects have been overviewed and children and staff have shared they enjoy the new topics / lessons. High quality CPD and the impact on Teaching and Learning.	1, 4, 5, 6, 7 and 9
Directed CPD opportunities for all staff including the whole school Talk for Writing approach.	High quality CPD supports and underpins Teaching and Learning.	2, 3, 4, 5, 6, 7, 9 and 10
Additional Classroom Support	Staff and pupil voice. Reduced ratios support pupil development.	2, 3, 4, 5, 6, 9 and 10
Resources to support all learning styles.	Staff and pupil voice.	2, 3, 4, 5, 6, 7 and 8
Purchase and implementation of further diagnostic assessments and IT resources for SEND	These assessments provide good initial screening for specific literacy difficulties and IT resources provide targeted ways of supporting children.	1, 2, 3, 5, 6, 7, 8, 9 and 10
Subscription to ELS Phonics Scheme	Phonics approaches have a strong evidence base that indicates positive impact on the accuracy of word reading. ELS provide ongoing support and CPD for our Phonics Lead and staff. Phonics Lead supports all staff to deliver the phonics programme with fidelity and consistency.	4 and 5
Attendance Officer and Home School Liaison Officer, supporting Early Help Lead.	Attendance improvement officer discussions Parent Voice National Statistics – improving attendance strategies	1, 2, 3, 7, 8, 10 and 11

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

Budgeted cost: £24 815.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Link	Identifying and addressing Speech and Language needs at a young age. Currently long waiting lists. Regular, short, targeted sessions help to improve and embed Speech and Language.	2



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Talk Boost	Identifying and addressing speaking and listening needs throughout the school. Regular, short, targeted sessions to help improve speaking and listening and subsequently writing.	1, 2, 5 and 6
Counting to Calculations, Counting to Collections, Power of Two Interventions	Building children's confidence. Children can articulate their learning and therefore share areas they understand or need support in.	2, 5, 6 and 10
Delivered Speech and Language Sessions	Addressing Speech and Language needs at a young age. Currently long waiting lists. Regular, short, sharp sessions help to secure and improve Speech and Language.	2
Individual and Group Reading Sessions Project X Nessy	Developing skills in and enjoyment for Reading. Nessy supports the development of reading skills. Targeted reads or small group reads support children to catch-up and keep up with their peers.	2, 5, 6, 7 and 10
Pre-teaching Opportunities	Provides children with understanding of key vocab. and basic skills so they feel more confident and focus on the teaching instead of being inundated with new information.	3, 4, 5, 6, 7 and 10
Purchase of additional resources to engage and inspire	Supports Quality First Teaching. Pupil Voice – children's needs being met. Improved progress.	2, 4, 5, 6, 7 and 9
Small Group Phonics Support	Increased results during phonics screening checks. Accelerated progress. Streaming allows children to work with fidelity but to their speed / understanding / ability.	2, 4, 5 and 10
Additional SENDCo support (EYFS SENDCo, and KS1 SENDCo and KS2 SENDCo)	Stakeholders' Voice. Parent feedback and SENDCo feedback. Systems in place supporting pupils, staff and families.	1, 2, 3, 5, 7, 9 and 10
Reading Comprehension and Maths Booster Groups for Year 6	Reading Comprehension and Maths Reasoning sessions twice per week show evidence of consolidating and furthering understanding – commenced November 25 and run throughout the rest of the academic year.	6, 9 and 10



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

Budgeted cost: £36 261.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased number of qualified Thrive practitioners in school.	National and Stakeholder feedback regarding SEMH Support in schools. Staff and pupil voice.	1, 2, 3, 7, 8 and 10
Subsidised music lessons and educational visits including Residentials	Music teacher and pupil feedback. Attendance has improved for identified children.	1 and 8
Attendance Officer support	Devon Attendance Charter. Improved attendance recognised by AIO. School is above national and local %	1, 3, 7, 8 and 10
Home School Liaison Link support	Families report feeling supported. Attendance has improved for identified children.	1, 3, 7, 8 and 10
Early Help Lead support	EEF: Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	1, 3, 7, 8 and 10
Pastoral support staff accessible to children in all year groups, particularly at key points in the day	EEF: Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	1, 3, 7, 8 and 10
Bereavement Support Lead	Local bereavement charity FiG report increased levels of engagement. Parent and pupil requests and feedback. Improved Thrive outcomes.	1, 3 and 8
Southmead Troopers Lead	Parent / RMB Chivenor feedback. Pupil feedback and enjoyment. Other children understanding needs / changes.	1, 3, 8 and 10



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Southmead+ for children who require it	IFS and EEF study: https://ifs.org.uk/articles/breakfastclubs-work-their-magic-disadvantaged-english-schools	1, 3, 7 and 8
Funded / subsidised educational visits, clubs and music lessons	EEF: Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities subsidised / free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.	3, 7 and 8
Whole Class and Group Thrive sessions	Thrive profiles. Parent / pupil and staff feedback. Emotional stability of pupils improves.	3, 7 and 10



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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 to 2025 academic year.

We have analysed our EYFS, Phonics, KS1 and KS2 Data for the Academic Year 2024 - 2025.

Our Pupil Premium Attendance from 4.9.24 – 22.7.25 was 94.7%. This is above the national average of 87.4% and a slight decrease of 0.3% from the year before (2023 to 2024) which was 95%.

Authorised Absences for Pupil Premium children was 4.43 %, with unauthorised absences at 0.89%. This is a slight increase from the year before; 4.15% and 0.84% respectively.

The gap between Pupil Premium and Non Pupil Premium Attendance has increased slightly to 0.9%; Authorised 0.82% and Unauthorised is 0.08%. These former two figures are negative increases from last year's figures of 0.29%, 0.21% and the latter is a slight positive reduction from last year's figure of 0.09%.

71.4% of our school's Disadvantaged cohort achieved EYFS good level of development – 5 out of 7 pupils. 2 children were new to the UK. This puts our school in quintile 2 for EYFS Good Levels of Development. We were 20.1% higher than the National Average which was 51.3% for Disadvantaged Pupils. The disadvantaged pupils in our school are in percentile 1 for EYFS good levels of development compared to other schools.

Phonics data for Year 1 has increased to 76%. We have set higher expectations and have adapted our ELS to support further. 67% PP children achieved Phonics Expected Standard in Year 1. *Children new to the UK included in our data.

67% of our school's Year 1 Disadvantaged cohort achieved the Expected Standard in Phonics. Our school's gap to Non-Disadvantaged pupils nationally has closed and is in line with National. The Disadvantaged Year 1 pupil(s) in our school are in percentile 2 for Phonics Expected Standard when compared to other schools.

Key Stage 2 Reading is at 57%. We recognise the overlap between SEND support and Pupil Premium, as well as the children who were new to the UK in this cohort. Their data is included in our data. Writing outcomes for the Expected Standard were 29%. This will be an area of priority for next year and we acknowledge this is still not where we want to be. There was a small Pupil Premium cohort with many other factors considered.

Moving forward, we are also mindful of the SEND % who are all Pupil Premium and will continue to track this for future years.

Parents continue to be positive and supportive of our Pastoral and Educational support for our Pupil Premium pupils and there continues to be improved communication and relations between school, Pupil Premium parents / carers and our SENDCos.



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Service Pupil Premium Funding

Budget: £30 450

How did you spend your Service Pupil Premium allocation last academic year?

Last year, we invested in supporting families predominantly with pastoral support – utilising our Home School Liaison Officer, Thrive Practitioners and Mini-Troopers offer. This helped families moving to the area as well as families moving away. In addition, we supported the pupils 'left behind' when their friends left and/or when parents were deployed and their friendship routines changed. For example, when a parent is deployed, the child may not be able to have friends around or to attend play dates as much, so we supported the friendship circle with this.

We supported with Early Help, additional pastoral support and EHCP applications with our SEND Team's knowledge and experience of working with military families.

We have also used our Service Premium to support curriculum enrichment including residentials and trips and additional childcare through Southmead+ as required.

The impact of that spending on Service Pupil Premium eligible pupils

Pupils shared that they feel supported. The children were able to understand each other's personal feelings and situations more. This was noted when feeding back to adults – especially during Mini-Troopers. New parents to the school are impressed with the offer and have acknowledged our Pastoral support has helped them as a family settle into the area and school.

There is no divide between military and non-military and this is recognised and noted by stakeholders and new families.

Looked after Children Funding

Budget: £15 780

How did you spend your Looked After Children Funding last academic year?

Last year, we supported our Looked After Children primarily through additional pastoral support (including small group and 1:1 Thrive), SEND support including referrals for educational psychology and neurodiversity assessments, and supporting with curriculum enrichment activities including trips and Residential. Pastoral support also focused on developing friendship networks within their school cohort. We recognise that change can be particularly tricky for looked after children and put into place enhanced transition for looked after children joining and leaving Southmead School, as well as providing additional curriculum support to identify and fill gaps in learning when children moved to our setting.

The impact of that spending on Looked After Children

Looked after children have transitioned well to Southmead and formed connections with their key adults in school. They share that they feel part of the school and are confident to talk to a trusted adult if they need support. This is evidenced in our pastoral records and pupil voice. Children share that they feel part of the Southmead Community and have made good friends. Foster carers and SG parents share that they feel welcomed, supported and that school staff respect and work in collaboration with them.