

Pupil premium strategy statement – Chagford C of E Primary School 2024 - 2027

This statement details our school's use of pupil premium (and recovery 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	129
Proportion (%) of pupil premium eligible pupils	14% (18 pupils)
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)	November 2025 – November 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Phil Whittleby – Director of Primary Education
Pupil premium lead	James Green – Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 21,925
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	

Part A: Pupil premium strategy plan

Statement of intent

We are ambitious for all our pupils to achieve and aspire at Chagford Primary School.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal regardless of their starting point.

We will consider the barriers faced by vulnerable pupils, such as those who have a social worker and young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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.

Our approach will be responsive to common challenges and individual needs, based on robust, ongoing assessment. To enable our approaches to be effective we will:

Ensure a relational approach in all interaction and work to support disadvantaged pupils and their families ensure disadvantaged pupils are challenged appropriately.

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

Challenges

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

Challenge number	Detail of challenge
1	Academic Gaps: Lower attainment in core subjects and limited access to personalised learning.
2	Inconsistent Inclusive Practice: Variation in classroom strategies for supporting diverse needs.
3	Emotional and Social Challenges: Difficulties with regulation, self-esteem, and engagement.
4	Limited Cultural Capital: Fewer opportunities for enrichment and broader experiences.
5	Parental Engagement: Reduced involvement and support for learning at home.
6	Reliance on Withdrawal Interventions: Overuse of out-of-class support instead of inclusive teaching.

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
------------------	------------------

<i>Embed consistently high-quality, inclusive classroom practice that accelerates progress for pupils eligible for Pupil Premium.</i> <i>The overall goal is to close attainment gaps and ensure equitable access to high-quality learning experiences for disadvantaged pupils.</i>	• Inclusive teaching strategies (adaptive teaching, scaffolding, vocabulary-rich instruction) are consistently evident in all classrooms. • Reduced reliance on withdrawal interventions; OAIP strategies embedded in lesson planning and delivery. • Staff report increased confidence in supporting diverse needs following CPD; observed practice reflects training themes. • Termly data shows narrowing attainment gaps in reading, writing, and maths for Pupil Premium pupils. • Lexia and IXL usage data demonstrates regular engagement and measurable progress for targeted pupils. • Pupil voice indicates improved confidence, motivation, and engagement in learning. • Monitoring activities (learning walks, book looks, observations) confirm improvements in inclusive practice and pupil outcomes.
<i>To accelerate progress and close attainment gaps for pupils with significant learning needs, particularly in Year 6, through high-quality, small-group interventions in reading, writing, and maths. These interventions are designed to boost confidence, engagement, and core subject outcomes, ensuring disadvantaged pupils are well-prepared for the next stage of education</i>	• Small-group interventions in reading, writing, and maths are delivered consistently by trained staff. • Termly assessment data shows accelerated progress for targeted pupils, particularly in Year 6. • Attainment gaps between Pupil Premium and non-Pupil Premium pupils narrow in core subjects. • Pupil confidence and engagement in learning improves, evidenced through pupil voice and classroom participation. • Monitoring activities (progress tracking, work scrutiny, review meetings) confirm positive impact on outcomes.
<i>To improve emotional wellbeing and resilience for disadvantaged pupils, broaden their access to enrichment opportunities, and strengthen home-school relationships. This will be achieved through targeted SEMH support, subsidised participation in trips and clubs, and initiatives that engage and empower families, fostering inclusion and positive engagement in learning.</i>	• SEMH support is delivered consistently; pupils show improved emotional regulation and resilience. • Behaviour incidents reduce and pupil wellbeing survey results show positive trends. • All Pupil Premium pupils access at least one enrichment activity (trip, club, or workshop) during the year.

	• Pupil voice reflects increased confidence, inclusion, and enjoyment of wider school life. • Parental engagement improves, evidenced by attendance at workshops and positive feedback. • Monitoring records confirm stronger home-school relationships and improved attendance/punctuality.
--	--

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: £3170

Activity	Evidence that supports this approach	Challenge number addressed
Continue to embed high quality first teaching involving impactful feedback for pupils and supportive, research-based pedagogy	Continue to embed high-quality first teaching EEF research shows that great teaching is the most important lever for improving outcomes, particularly for disadvantaged pupils. High-quality instruction combined with impactful feedback accelerates progress and narrows attainment gaps. Link: EEF – High-quality teaching Continue to develop relational approaches EEF guidance on behaviour highlights that understanding a pupil's context and building supportive relationships improves engagement and learning. Relational approaches help address emotional and social challenges often faced by PPG pupils. Link: EEF – Improving Behaviour in Schools	1, 2, 3, 6
Continue to develop relational approaches used by all staff.	Continue to develop relational approaches EEF guidance on behaviour highlights that understanding a pupil's context and building supportive relationships improves engagement and learning. Relational approaches help address emotional and social challenges often faced by PPG pupils. Link: EEF – Improving Behaviour in Schools	1,2,3

Ordinarily Available Inclusive Practice	Ordinarily Available Inclusive Practice (OAIP) EEF highlights adaptive teaching as an effective alternative to rote differentiation—responsive to real-time learning, maintaining high expectations, and using flexible supports like scaffolds and visuals. EEF – Moving from ‘differentiation’ to ‘adaptive teaching’ OAIP is defined as universal quality-first teaching for all pupils, including differentiated content, visual supports, word banks, and pre-teaching vocabulary—embedded in everyday lessons. Wigan Council – OAIP Guidance	1, 2, 3, 6
Staff CPD on Inclusive Practice Training on trauma-informed approaches, SEND strategies, and adaptive teaching Regular staff meetings to share inclusive practice	Staff CPD on Inclusive Practice (Adaptive Teaching & SEND) EEF’s <i>Five a day</i> guidance shows structured CPD embeds adaptive, inclusive teaching for SEND and disadvantaged pupils. EEF – Five a day Training on Trauma-Informed Approaches Whole-school trauma-informed programs improve wellbeing and engagement. Frontiers – Trauma-Informed Education SEND Strategies & Adaptive Teaching EEF and Chartered College highlight adaptive teaching as key for equity and progress. EEF – Five a day Chartered College Regular Staff Meetings EEF’s UNITE framework stresses collaboration to embed inclusive practice. EEF – UNITE blog	1, 2, 3, 6

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

Budgeted cost: £11770

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions in reading, writing, and maths led by trained staff.	Small-group interventions in reading, writing, and maths EEF evidence shows small-group tuition can add +4 months’ progress in a year, especially when delivered by trained staff and tailored to pupil needs. It’s cost-effective and proven to help disadvantaged learners close attainment	1, 2, 3, 6

	gaps. EEF – Small Group Tuition	
--	--	--

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

Budgeted cost: £10590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social, Emotional and Mental Health (SEMH) Support: Trained staff delivering regular sessions Access to counselling or mentoring services Zones of Regulation embedded across the school	Social, Emotional and Mental Health (SEMH) Support EEF guidance shows that targeted SEMH interventions improve behaviour, wellbeing, and engagement—key factors for disadvantaged pupils. Approaches such as trained staff delivering regular sessions, access to counselling or mentoring, and embedding frameworks like Zones of Regulation help pupils develop emotional regulation and resilience, reducing barriers to learning. Links: • EEF – Improving Social and Emotional Learning in Primary Schools • EEF – Improving Behaviour in Schools	1, 2, 3, 6
Subsidised access to trips, clubs, and enrichment activities Creative workshops (e.g. drama, music, outdoor learning)	Subsidised access to trips, clubs, and enrichment activities EEF evidence shows that enrichment activities, including arts, drama, music, and outdoor learning, can add +2–3 months' progress, improve attendance, and boost wellbeing—particularly for disadvantaged pupils. Links: • EEF – Arts Participation • EEF – Physical Activity	4, 5
Family Engagement and Support	Family Engagement and Support EEF evidence shows parental engagement programs, including workshops and home learning support, can boost progress by +4 months. Regular communication and pastoral	4, 5

Workshops for parents (e.g. supporting learning at home) Regular communication and pastoral support	support strengthen home-school relationships and improve outcomes for disadvantaged pupils. Links: • EEF – Parental Engagement • NFER – Parental Engagement and Narrowing the Gap	
--	---	--

Total budgeted cost: £ 25529

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

EYFS – Good Level of Development

- We had 1 pupil premium child in our reception cohort. This child did not achieve their GLD. The child has now received an EHC and is receiving additional support.

Year 1 Phonics Screening Check

- We had 1 pupil premium pupil in this cohort. They did not achieve the pass mark for the PSC.

MTC – year 4

- 3 out of our 4 disadvantaged pupils achieved over 20 marks in this test. 1 pupil achieved 25 / 25 for the MTC/

KS2 SATs

- Disadvantaged cohort: 6 pupils
- 100% of pupil premium pupils achieved expected standard in reading. 17% achieved greater depth.
- 83% of pupil premium pupils achieved expected standard in spelling and grammar. 0% achieved greater depth.
- 83% of pupil premium pupils achieved expected standard in writing. 0% achieved greater depth.
- 83% of pupil premium pupils achieved expected standard in maths. 17% achieved greater depth.
- RWM combined expected standard is 67% for pupil premium pupils. RWM higher standard is 0%.

Non Disadvantaged Pupil National Data

Expected standard

KS2 measure	2025 National	2026 National
Reading	75%	75%
Writing	72%	73%
Maths	74%	75%
GPS / SPaG	73%	74%
Science	82%	82%
Reading, Writing & Maths combined	62%	63%

Greater depth/Higher standard

KS2 measure	2025 National	2026 National
Reading higher standard	33%	31%
Writing greater depth	13%	13%
Maths higher standard	26%	27%
GPS higher standard	30%	30%
RWM combined higher standard	8%	9%

Measure	Chagford PP	National non-disadvantaged 2026
Reading EXS	100%	approx. 81%
Writing EXS	83%	approx. 80%
Maths EXS	83%	approx. 82%
GPS EXS	83%	approx. 80%
RWM combined EXS	67%	70%
RWM higher standard	0%	11%

Interpretation KS2 SATs:

Outcomes for disadvantaged pupils at Chagford are strong at the expected standard. Of the six disadvantaged pupils in the 2026 Year 6 cohort, 100% achieved the expected standard in reading and 83% achieved the expected standard in writing, mathematics and GPS. RWM combined attainment was 67%, broadly in line with the national

figure of 70% for non-disadvantaged pupils and substantially above the national disadvantaged figure of 49%. This indicates that the attainment gap for disadvantaged pupils at Chagford is considerably narrower than that seen nationally. Greater depth remains an area for development, with no disadvantaged pupils achieving the higher standard in RWM combined, compared with 11% of non-disadvantaged pupils nationally.