

Pupil premium strategy statement Newton Poppleford Primary School 2024/2025

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	33
Proportion (%) of pupil premium eligible pupils	17%
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)	December 2025-2028
Date this statement was published	12/12/2025
Date on which it will be reviewed	12/12/2026
Statement authorised by	Ant Pope
Pupil premium lead	Ant Pope
Governor / Trustee lead	Linda Wright

Funding overview

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

Central to our school vision is “opportunity” this vision guides the school to providing educational opportunities to disadvantaged pupils that their peers may already benefit from. This statement is built on the premise that disadvantaged pupils are deserving of more. Our school adopts an equity mindset (Equity in Education, 2023)

We focus our pupil premium strategy on the factors that are most important to the children in our setting. We are a context driven and increasingly, research engaged school. We seek to develop evidence-based practice for the benefit of all children. We believe education is critical to enabling social mobility and identify and implement strategies to reduce the attainment gap between the most and least disadvantaged pupils. We recognise that children need the social and emotional skills to enable them to regulate and engage in positive learning behaviours. We feel this is vital for disadvantaged children to overcome barriers they may face and enable them to take opportunities given.

The school recognises the need to constantly update, reflect upon and develop its provision over time. We have also identified statistically significant factors to guide our strategy. Notably 64% of pupil premium pupils in our setting are also in need of SEND support. This is broadly twice the National average and recognised in our approach. Our sharp focus on keeping up not catching up recognises the assertion that the attainment gap at end of the reception year is 4.6 months, and that gap doubles by end of primary. Our key focus is not only to intervene early to prevent gaps from growing but an intensive and continuous focus on support overtime to maintain attainment.

We have placed a strong emphasis on the centrality of reading to accessing the curriculum and believe disadvantaged pupils require most support in the key areas of English and Maths – we see these as *the cornerstones of the curriculum*. Furthermore, we believe that strong literacy and numeracy are crucial for preparing children for life beyond school. Despite challenges faced, we believe disadvantaged pupils should make good progress and achieve high attainment across all subject areas, including progress for those who are already high attainers.

We will consider the individual challenges faced by all vulnerable pupils, such as those who have a social worker, young carers and pupils who have experienced or are experiencing life in care. We also target those pupils who require support and education recovery through a variety of other strategies.

A focus on Quality First Teaching and Ordinarily Available Inclusive Provision (OAIP) alongside continuous improvement is integral to our approach and has the highest benefit to all. We have placed an emphasis on staff development and constantly work

towards improving practice. We ensure that the progress and attainment of disadvantaged pupils is sustained and improved alongside their peers. Early identification and analysis of barriers, combined with robust and clear diagnostic assessment allow us to respond to individual needs and challenges. We recognise that these are nuanced and complex however we believe a robust system of targeted support and intervention combined with strong pastoral care and parental engagement allow us to meet these needs.

We have utilised the information available from:

- The EEF reports on supporting children with maximum impact.
- Internal and National assessment data and benchmarks
- Current research and evidence base in the wider educational community.

From these sources we have identified the following priority areas for spending:

High quality professional development and ring-fenced development time; a relentless focus on improving teaching; Evidence based numeracy interventions and strategies: such as mastering number, journaling in maths and small group fluency practice; Evidence based literacy interventions such as FFT phonics, Tutoring with the lightning squad, comprehension strategies, reading programmes; Small group and/or individual intervention groups across the curriculum; Pastoral approaches that focus on SEL and well-being.

To ensure they are effective we will:

Ensure progression for disadvantaged pupils through appropriate challenge.

Act early to intervene at the point of school entry and throughout their school journey.

Ensure that disadvantaged children have a high profile and status in our school.

Ensure an appropriate climate and learning culture for our disadvantaged pupils.

Ensure early, targeted and immediate support for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
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1	Diagnostic assessment, observation and discussion identifies weak Language and Communication skills (often identified in partnership with pre-school). Some children are working below age related expectations. We have found that many have underdeveloped oral language and vocabulary gaps. These are prevalent amongst our disadvantaged pupils and they do not have the breadth of vocabulary of their peers. In KS1 and KS2, children are unlikely to utilise the talk routines to identify and respond to learning as coherently as their peers.
2	Attainment: due to a number of factors disadvantaged pupils do not always achieve in line with their peers. For example: in 2025 the percentage of pupils achieving the combined values and the age-related standard in at KS2 showed a gap in attainment to their peers (Statistical outcomes for disadvantaged vary dependent on cohort and uneven distribution across the school). Writing attainment is statistically below the national average for disadvantaged pupils and school development focus.
3	Reading and the impact on children's vocabulary and literacy standards. (As well as associated speech and language development in the Early Years and beyond).
4	SEMH and Mental well-being. Some of our disadvantaged pupils require mental well-being and social and emotional support that is impacting on their positive learning experience in school. 22% of disadvantaged pupils have an identified SEMH need.
External	
5	A minority of disadvantaged children in the school are persistently absent and/or late. Our attendance data indicates that attendance among disadvantaged pupils has been between 1 - 2% lower than for non-disadvantaged pupils over time. In 2024/25 this was 1.6% lower (FFT data). From DFE attendance comparison report <i>Attendance of pupils eligible for free school meals was 90.6%, lower than at least a quarter of similar schools. If you increased it to 94.8%, overall attendance would increase by 0.7%. Your overall persistent absence percentage would drop by 1.9 percentage points</i>
6	Many disadvantaged children do not receive the same opportunity as their non-disadvantaged peers

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
Progress in children's early language development and improved language and communication skills.	<ul style="list-style-type: none">• All pupils who are eligible for pupil premium make rapid progress and receive targeted intervention where speech and language needs are identified.• Support will be put in place across the early years led by the SENDCO and pre-school leader.• Notice and focus children's provision will focus on enriching children's understanding of and use of language.• The Early years provision will be a language enabling environment• Staff will have a keen knowledge of the SHREC approach and utilise it in practice.
Progress in the development of good speaking and listening. Utilising talk routines and use of higher-level language in their sentence and word level vocabulary use.	<ul style="list-style-type: none">• In KS1 and KS2, children are utilising talk routines to identify and respond to learning as coherently as their peers.• Assessment against speech and language descriptors and the schools oracy framework will show a clear progression.• Children will display an improved breadth of vocabulary.• Dictation and oral rehearsal will be a feature of practice and provision will be tight.
There will be high-quality teaching provision across the school in all ages and stages. These will result in accelerated progress for many pupils and ensure that more pupils achieve age related expectations and at greater depth.	<ul style="list-style-type: none">• Use of research-based PD programmes and coaching strategies will elevate pedagogy across the curriculum.• Shared development opportunity, joint planning and best practice will improve teaching practice.• Leaders will coach and mentor across the school and improve consistency.• Pupil attainment and progress data will be indicative of progress and attainment in line with non-disadvantaged peers.• Robust assessment will result in targeted intervention.
Achieve National Average attainment for all disadvantaged pupils at the end of Key stage 2.	<ul style="list-style-type: none">• Disadvantaged students will achieve the national average attainment score for all pupils. This will be in line with their non-disadvantaged peers.
Staff's increased subject knowledge and professional competencies will lead to the implementation of the school curriculum that effectively responds to the needs of pupils through	<ul style="list-style-type: none">• Curriculum development and enhancement will be a feature of school endeavour in 2025/26.• Disadvantaged Children's engagement in learning will be higher.• Teaching will enable pupils to know more, do more and remember more through targeted teaching to gaps in knowledge, spacing and retrieval.

<p>accurate and productive assessment.</p>	<ul style="list-style-type: none"> Diagnostic assessment will be robust and reveal gaps in pupil knowledge and responsive practice will result in targeted teaching. Greater collaboration and communication with parents.
<p>Reading across the school will be prioritised and intertwined with the curriculum. Effective measures and diagnostic assessment will be in place to enable targeted intervention. Pupil premium children will display a love of reading.</p> <p>Early reading intervention will result in accelerated progress.</p>	<ul style="list-style-type: none"> Reading fluency interventions will take place based on the lightening squad. Teachers ensure support for readers who are in the bottom 20% of school attainment through targeted practice. School systems will enable targeted intervention based on immediate tracking and ongoing assessments. Targeted phonics intervention will support individual groups of children. Year 1 phonics outcomes will be in line with National outcomes. Those who did not pass the phonics assessment will receive targeted intervention and be tracked throughout their school journey. All disadvantaged pupils will read regularly at home and in pupil conferencing pupils eligible for Pupil Premium will talk about a love for reading. 100% of parents of PP pupils will read with their children at home 5 times a week. PP pupils will make expected progress in reading and will achieve in line or above ARE.
<p>Targeted support and intervention in writing will result in more children achieving in-line with their peers. Children will have</p>	<ul style="list-style-type: none"> Children will have barriers to writing identified and targeted in pupil progress meetings. Sequences will be adapted and models of excellence a feature of practice. Handwriting provision will be improved and a sequence of progression in place. Targeted intervention will be put in place for key individuals.
<p>To ensure pupils are supported to develop healthy life choices and positive mindsets. To prioritise well-being and encourage self-worth.</p>	<ul style="list-style-type: none"> Pastoral intervention will support pupils emotional and social skills. Practitioners will be trained in attachment-based mentoring and therapy based practice as well as relational approaches. Lego therapy will be provided. Newton Poppleford stars will be embedded and used as a vehicle for school endeavour. Whole school approaches will encourage positive sense of self and well-being. SEL skills will be modelled in everyday teaching. Children will display self-awareness and self-management skills related to SEL and a healthy diet. Families will feel well informed about what an appropriate healthy diet looks like.

	<ul style="list-style-type: none"> • PP will be able to identify what is/isn't a healthy diet. • Teaching and school wide endeavour will focus on inclusion and diversity.
To improve the attendance of disadvantaged children across the school and effective measures put in place for those with persistent absence.	<ul style="list-style-type: none"> • To achieve an attendance target in excess of national expectations. • The school will adopt and utilise the ATTEND framework. • The school's systems will be personalised, targeted and supportive in nature. • Disadvantaged pupils will be broadly in line with non-disadvantaged • Attendance will be incentivised. • Where attendance falls below expectation the school will implement procedures in line with new guidelines. The school will take advice from and work with the local authority and national initiatives. • Reduce the number of persistent absentees among pupils eligible for PP and continue to work closely with families.
To offer experience and opportunities through a holistic curriculum offer. They will acquire the skills and experience to build social capital and improve life aspiration.	<ul style="list-style-type: none"> • Disadvantaged pupils will have the same opportunities for trips as their non – disadvantaged peers. • Disadvantaged pupils will have opportunity to experience a range of enrichment activities and extra-curricular activities in line with their non-disadvantaged peers.

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focus on Quality first teaching and</i>	<ul style="list-style-type: none"> • Dedicated teacher development time is given above and beyond PPA time to develop staff competencies. 	1,2,3,4

<p><i>improving practice of teaching staff.</i></p>	<p>This can take many forms but is directed and supported by senior leadership</p> <ul style="list-style-type: none"> • The school pedagogy follows a consistent approach. • The entire staff team work collaboratively on the core teaching elements to refine their teaching. • The curriculum is being designed to ensure pupils develop core foundational knowledge that is gradually built upon. • Our school-based approach and curriculum design follows the mastery learning principles that the EEF have found to have a +5 months learning impact. • We have utilised the the EEF publication 'Using your Pupil Premium Effectively' when considering this activity. • https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium 	
<p><i>A focus on staff developing strategies associated with Oracy and improving the quality and use of vocabulary.</i></p>	<ul style="list-style-type: none"> • Talk tactics and the use of exploratory talk is an embedded feature of practice across all classrooms. • Spoken language and verbal interaction in the classroom are of a very high standard. Skilled practitioners use a range of dialogic activities to encourage higher standards. • Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. This leads to a greater understanding of subjects taught and comprehension of the key aspects of learning. • Dictation, oral rehearsal and repetition are a feature of practice. 	1,2,3,4
<p><i>Phonics training and resourcing</i></p>	<p>The teaching of phonics in the school must be explicit and systematic and all staff are expected to be phonics teachers.</p> <ul style="list-style-type: none"> • Teachers must be trained in order to deliver it successfully. • All support staff must be aware of the use of phonic strategies and implement them consistently. <p>The EEF has found that phonics has a very high impact for low cost based on "extensive evidence" +5 months additional progress and is recognised as an essential component of early reading.</p>	1, 2, 3,4
<p><i>Reading comprehension across the school</i></p>	<p>Successful reading</p> <p>The EEF shows on average, reading comprehension approaches deliver an additional six months' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies.</p>	

<p>Mentoring and coaching from senior leaders to deliver improved teaching and learning outcomes.</p>	<p>Staff are developing their competencies collaboratively. Staff work in shared planning under action research questions in their own classrooms.</p> <ul style="list-style-type: none"> • All senior leaders become trained in coaching. • The senior leadership team develop a bespoke and targeted approach to coaching across the school. • All staff engage in coaching with other professionals. • Specialist middle leaders work with other teachers to develop practice. • The headteacher is a trained ILM level 5 coaching practitioner. • School based systems and processes enable coaching and mentoring to occur through leadership release and dedicated teacher development time. <p>Professional development is designed in line with the EEF recommendations and is designed to be high challenge but low-threat. We ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice as well as being aligned with the school's context.</p>	<p>.</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NESSY	<p>Targeted support for children diagnosed with and showing signs of dyslexia. The school uses approaches universally and is a dyslexia friendly school. Nessy is used a further intervention to target those children who face challenge with spelling and oracy skills</p> <p>EEF projects point to small group intervention having can result in +4 months additional progress over an academic year.</p>	1, 2, 3
Language Link – Reception children	<p>Ongoing evidence from school baseline and national data is that disadvantaged children have a limited vocabulary in comparison to their non-disadvantaged peers. The DFE's plan to unlock talent and fulfil potential states: "We know that vocabulary at age five is a key predictor of whether a child from a disadvantaged background is likely to 'buck the trend', succeed at school and become socially mobile in later life"</p>	1, 2, 3

	Children have not experienced the same language as their peers through the pandemic and so we focus on improving language in the early years.	
Specific and targeted reading intervention – school based volunteers/teacher led and TA led small group intervention.	<p>The school invests in and supports a 'daily reading intervention team across EYFS and KS1 which enables targeted daily small group reading sessions. School delivers KS1 phonic intervention sessions to those not on track to reach phonic outcomes at KS1 and year 2 children who did not pass phonic tests. Reading champion and volunteer readers listen to all pupils who are assessed as not on track on a 1-1 basis weekly.</p> <p>Tutoring with the lightening squad, is delivered by trained HLTA teaching assistants</p> <p>In class high quality teaching intervention takes place in whole class teaching delivering guided reading sessions to target groups.</p>	1, 2, 3
Small group interventions to support children who have fallen behind in maths.	<p>Targeted support and intervention delivered by trained teaching assistants and targeted support following the seven recommendations identified as best use of TA's by the EEF. Pupils are targeted to provide catch up and direct intervention in key areas related to the NCETM ready to progress criteria and underlying number concepts.</p> <p>EEF projects point to small group intervention having can result in +4 months additional progress over an academic year.</p>	1, 2, 3
Small group interventions to support children who have fallen behind in English	<p>Targeted support and intervention delivered by trained teaching assistants and targeted support following the seven recommendations identified as best use of TA's by the EEF</p> <p>EEF projects point to small group intervention having can result in +4 months additional progress over an academic year.</p>	1, 2, 3

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and tracking based on weekly data.	<p>School leaders will establish and embed routines that support parents of persistently absent pupils. Weekly attendance meetings and dedicated time for office staff. Incentivised approaches to combat persistent absentees and improve attendance.</p> <p>The school implements and utilises the ATTEND framework to target these children and families.</p> <p>Implementation of the DFE's advice on Working together to improve pupil attendance.</p>	5
SEL and supporting pupil needs.	<p>The school will embed social and emotional learning (SEL) provision and interventions led by PHSE lead, SENDCO and forest school lead and seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p>	1, 2, 3, 4, 5
Learning mentor and well-being approaches	<p>We will increase the protective factors around our vulnerable pupils using intervention from trusted adults</p> <p>The school has implemented a college approach to mental health and well-being and is one of the key areas in the strategic plan to ensure pupils enjoy school and schooling.</p> <p>Trained Staff will deliver a variety of interventions including lego therapy, Attachment based mentoring approaches as well as bespoke curriculum activities.</p> <p>The Amazing ME group will use a targeted approach and 'time to talk' based on boxall profiling to achieve tangible progress for pupils.</p>	1, 2, 3, 4, 5

Parent support and engagement	<p>The school employs a Parent support advisor to work collaboratively with multi agencies to benefit vulnerable families and those in need.</p> <p>Parents are offered drop in clinics bi-weekly in our 'care café' to help support and advise.</p> <p>Parent academic workshops and initiatives such as 'rock up and read' help us to support families and give access to their child's education</p>	1, 2, 3, 4, 5, 6
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Total budgeted cost: £ 34,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Throughout the 2024/25 academic year the school took decisive action to robustly identify and intervene to ensure the needs of under resourced pupils are met and targeted. The school's approach has focused on meeting the needs of pupils through a number of different approaches. These are targeted to move forward and make a difference to under resourced pupils as explained in the strategy statement above.

Under-resourced pupils hold very high status in our school and teaching/monitoring and professional dialogue focuses on this group. 5 pupil progress meetings across the year ensure that targeted support and ongoing dialogue are a feature of practice. A pupil premium provision map is part of this endeavour and regularly adapted and updated with current data.

We have implemented improvements in teaching and learning that ensure all pupils have access to high quality teaching. We have developed targeted academic support that enables pupils to make accelerated progress and wider strategies that remove non-academic barriers. We also recognise that individual pupil and family circumstances are different and ensure we identify barriers and celebrate achievements on a child by child basis. As a slightly smaller than average primary school, with lower than the national average levels of under resourced pupils we also recognise that we should and must have a targeted and effective approach for our most deserving pupils.

School Context in academic year

28 children from reception to year 6

15.2% of the school is under-resourced.

18 children also have an identified SEN need

9.7% of the whole school have double under-resourced status.

This equates to 64% of our pupil premium children have an additional need which is statistically significant.

Published outcomes

EYFS (2 pupils)

0% of pupils achieved GLD

Phonics

Year 1

80% of pupils passed in a cohort of 5

Year 2

100% passed the retest in a cohort of 1 that failed in year 1.

KS2 – Cohort of 25 pupils (5 under resourced)

80% of year 6 pupils who were pupil premium were double under resourced (also on SEND register)

KS2 2025 Headline data					
	Combined	Reading	Writing	Maths	GAPS
EXP+	69%	84%	74%	77%	81%
GDS	6.5%	39%	10%	23%	36%
Disadvantaged (under resourced pupils)	40%	60%	40%	60%	60%
Disadvantaged (under resourced pupils GDS)	0%	20%	0%	0%	0%

The cohort of disadvantaged pupils taking the KS2 national assessments in 2024/25 was 5 and 16%. The proportion of pupil premium pupils attending the school was 15.2% at the time of the test.

Attendance:

Whole school attendance was above national average.

Newton Poppleford Primary School: 95.5% National: 94.5% (FFT figures).

FSM 93.9% National: 92.1% (FFT figures).

The school has invested in and delivered a robust system of identification and support for attendance of PPG pupils. In all individual year groups across the school and in whole school

attendance figures, children attended Newton Poppleford Primary School more when compared against their National peer group.

Exclusions:

The Exclusion/suspension rate for our PPG pupils was very low. Over the course of 2024/25, No PPG pupils were suspended or excluded.

Other Key information:

Across our offering we ensure that we target and offer additional support and opportunity for our pupil premium children amongst others we ensured:

Breakfast and twilight clubs (including uptake and availability/offer)

Breakfast and twilight is offered free where we know parental circumstance and hardship would make this beneficial for the child. This has been taken up for a number of children across the academic year.

Trips

100% of trips are offered to under-resourced pupils and subsidised where necessary.

Residential

All under-resourced pupils attend all the year 6 residential (unless non-attendance due to parent preference and these are subsidised and paid for where necessary.

Swimming lessons

All under-resourced pupils attend all swimming lessons and these are subsidised and paid for where necessary.

Clubs (including uptake and availability/offer).

Under-resourced pupils attendance at clubs and extra-curricular activity is prioritised.

50% of Under-resourced children have attended a club in this academic year.

100% of under-resourced children have been offered clubs for which there is availability.

Of clubs attended the percentage of attendance at clubs by pupil premium children is 18%

Intra school competition

We also offer sporting event participation at Sidmouth college in the form of intra school competition. These occur regularly and we prioritise this offer to PP children. Some of these events are offered to all children.

Music

28 pupils take part in music lessons through our peripatetic music teachers including drums, piano, string and wind instruments. 11% of these are school funded under-resourced children.

Additional Help and targeted support

The schools focus on professional development has resulted in a strong teaching and learning offering. The school has implemented research based professional development activity and pedagogy frameworks. These have further been developed refined and built upon. The school recently received a strong good judgement in an April Ofsted inspection which praised the school's expectations of pupils and learning across the curriculum. *"The school has high expectations of what pupils can achieve across the curriculum. Pupils rise to these and learn well. They show positive attitudes to their learning and take pride in their work."* The school's approach based on its flexible classrooms pedagogy has resulted in improved outcomes across the setting in 2025.

The school has implemented improvements in adaptive teaching and planning for SEND pupils. *"The school has strengthened the expertise of staff to develop precise learning with targets that focus on the most significant areas of need. This is helping pupils to learn the curriculum well."* This is significant for pupil premium pupils due to the significant cross over with SEND practice. Disadvantaged pupils with SEND needs are in receipt of strong targeted provision and this can be seen in documented MYplan outcomes and progression measures as children with targeted support.

Diagnostic and summative assessment has been embedded across the school and we refine and develop these approaches to ensure the most accurate and immediate understanding of pupil gaps that enables teachers to adapt provision according to need and accelerate progression. The school has refined its use of assessment for all pupils and introduced QLA in the 2024/25 academic year. This has positively impacted the teaching and learning cycles resulting in targeted support and intervention for pupils.

Strong transition and partnership working with the school's pre-school has enabled Early identification of need and support to enable pupils to be targeted for support in The Early Years and Foundation Stage. The school's action in this secures a positive start for pupils. Home connection visits further strengthen this for all families who transition to the setting. The school continues to focus on speech and language in the early Years and targeted intervention is in place from early in children's learning journeys. Notice and focus children are targeted for regular support and intervention with trusted adults. Practitioners share their expertise across the setting resulting in a strong understanding of pupils needs from early in their schooling and positive impacts on their development and subsequent outcomes.

A range of interventions have been put in place across the school resulting in accelerated progress for key groups of children. These interventions are wide ranging and support children's academic progress, learning readiness and their mental health. The school measures the impact of these intervention in a variety of different qualitative and quantitative measures and can demonstrate positive progress that ensures children keep up and catch up.

These include: reading intervention, tutoring and mentoring, targeted support with arithmetic and number work and additional phonics and early reading support. Wider strategies that incorporate therapeutic and relational approaches as well as opportunities beyond the curriculum for key pupils have also been impactful and beneficial for pupils in need of support including a Friday “Amazing Me” group. The school invests in attachment based mentoring and relational training and most teaching assistants are trained in this approach

The behaviour at the school is good. Pupils enjoy attending the school and feel supported. The school’s behaviour is appraised as being good and pupils are observed following the school’s Positive Behaviour Management Policy during learning walks. Under resourced pupils are not disproportionately represented in the school’s behaviour incident review data. Pupil voice is indicative of high levels of well-being and enjoyment of school. 99% of parents responded that their child felt safe and happy at Newton Poppleford Primary School during the April inspection.

PPG grant allowed disadvantaged support for pupils from multiple year groups as well as numerous trips and visits again recognised in inspection: *“Pupils are rightly proud of their school and the many opportunities they experience.”* Trips and visits included to RAMM museum, Exeter Mosque, Seaton Wetlands, The Eden project and many others. It also funded storyteller visits, theatre group performances and artist visits. The year 6 residential was subsidised to allow all pupils to experience a number of nights away from home. Support was given with music lessons subsidised by the school for a number of children as listed above. Under resourced pupils received half termly enrichment such as the above and all pupils are given this opportunity. The school’s extra-curricular offering has provided extensive enrichment including STEM, wider curriculum and a range of sports and physical activity that have been taken up by our under-resourced pupils

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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
Widgit	Widgit Software Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

Last year the pupil premium funding was apportioned to help fund the Amazing Me sessions. These sessions supported pupils in their social, emotional and mental health. They provided a 'safe space' and enrichment opportunities for trusted adults. They also provided the children with opportunity to be supported in their academic and learning challenges through discussion with mentors.

The impact of that spending on service pupil premium eligible pupils

Children were more able to access the wider curriculum and be supported in their learning through better relationships. More focused approaches and improved social, emotional and mental health.