

# Pupil premium strategy statement – Combe Martin 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	102 (21 in nursery)
Proportion (%) of pupil premium eligible pupils	30/102 29.4%
Academic year/years that our current pupil premium strategy plan covers	2025 to 2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Dee Seddon, headteacher
Pupil premium lead	Dee Seddon, headteacher
Governor / Trustee lead	Sharon Beckwith, LSC Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,400
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£59,400

# Part A: Pupil premium strategy plan

## Statement of intent

### *Aim High, Be Proud, Inspire change together*

*At Combe Martin Primary School, we are dedicated to nurturing a lifelong love of learning and empowering every individual to unlock their full potential—equipped with the character, skills, and knowledge they need to make a positive impact on their lives, their community, and the wider world.*

#### **Our Core Values**

- **Respect** – for self, others, and the environment
- **Responsibility** – for actions, learning, and well-being
- **Ambition** – to dream big, aim high, and persevere

#### **Our three priorities across the next three years are as follows:**

Priority 1: Ensuring Cohesive Consistency of Belief and Approach

Priority 2: Improving Ownership and Collaboration Amongst Staff

Priority 3: Raising Expectations and Outcomes Across the School

Our intention is that all pupils, irrespective of their background or the challenges they face, achieve their full potential. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

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. 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 common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- 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 Oral language skills	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2 Reading and writing	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and writing than their peers and start falling behind from the beginning of reception.  On entry to Reception class, our disadvantaged pupils arrive below age-related expectations compared to other pupils and this gap remains significant to the end of KS2.
3 SEND	We have a high percentage of disadvantaged pupils that also have SEND, which can negatively affect outcomes related to age related expectations. This is an additional barrier to closing the attainment gap for some children.
4 SEMH needs	Our assessments, observations and discussions with pupils and families have identified more instances of children with social, emotional and mental health problems within our disadvantaged pupils. This has additional impact on their ability to regulate, leading to lower metacognitive skills, engagement in learning and uptake of extracurricular activities. These challenges particularly affect disadvantaged pupils.
5 Attendance	Our attendance data over the last 3 years indicates that attendance has been lower for our disadvantaged pupils and they are more likely to be persistently absent and arrive late when compared to their non-disadvantaged peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

among disadvantaged pupils.	including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 70% of disadvantaged pupils met the expected standard.
Disadvantaged pupils with SEND make accelerated small steps progress	Assessments, My Plans and observations indicate that all disadvantaged pupils with SEND make accelerated small step progress across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in disruptive and anti-social behaviour being recorded on cpoms.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained good attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils matching this.</li> </ul>

## 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: **£9,470**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing a consistent pedagogical approach across all classes and subjects ensuring the development of	EEF - teaching and learning toolkit: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> Metacognition and self-regulated learning:	1, 2 & 3

metacognition and self-regulated learning.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>	
Development of consistent use of summative and formative assessment practice ensuring checks on pupils learning are precise and pick up on gaps so that subsequent learning builds on what pupils know.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>  Teacher Feedback to Improve Pupil Learning: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	1, 2 & 3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1
Purchase of Read write Inc Phonics scheme, training and resources to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2
Enhancement of our writing teaching and curriculum planning, particularly in reception and KS1, in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access training, resources and CPD.	The DfE Writing framework, drawing on evidence-based approaches: <a href="https://www.gov.uk/government/publications/the-writing-framework">https://www.gov.uk/government/publications/the-writing-framework</a>  Bold Beginnings, Language and Literacy: <a href="https://assets.publishing.service.gov.uk/media/5a82d03040f0b6230269cd73/28933_Ofsted_-_Early_Years_Curriculum_Report_-_Accessible.pdf">https://assets.publishing.service.gov.uk/media/5a82d03040f0b6230269cd73/28933_Ofsted_-_Early_Years_Curriculum_Report_-_Accessible.pdf</a>  The EEF guidance is based on a range of the best available evidence:	2

	<p>Improving Literacy in KS1 &amp; KS2</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Relational and trauma informed approaches, Zones of Regulation approach.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life:</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	4
<p>Ensuring inclusive universal provision for disadvantaged pupils with SEND.</p>	<p>EEF Five a day approach adopted:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send</a></p>	2 & 3

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

Budgeted cost: **£39,930**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support in oracy, reading and writing, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 3

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2
Development of the school's approach to developing speech and language & oracy interventions through the purchase of speech & language Link, training in the Bubble toolkit & purchase of CUSP EY Curriculum which has an emphasis on developing oracy through book talk.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1

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

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	4
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> . This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified as well as for financial	All

	support for our disadvantaged children to engage in enrichment activities.	
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**Total budgeted cost: £59,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Alumnis Multi Academy Trust Developed a Trust Wide Pupil Premium Strategy which used trust wide data to inform Pupil premium priorities and spending. This can be viewed here:

<https://alumnismat.org/download/pupil-premium-strategy-statement/>

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.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that these areas still require significant focus in order to close the disadvantage gap.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, particularly in Reception GLD and Y1 phonics screening.

Our evaluation of the approaches delivered last academic year indicates that the following strategies implemented at a trust wide level did not have a significant enough impact on the progress of our disadvantaged pupils and other areas have been prioritised specific to Combe Martin school's needs this academic year.

- The focus on Maths has shifted towards Reading and Writing.
- The removal of the role of social inclusion officer from our staff structure and moving the funding towards the employment of educational staff to deliver much needed interventions to ensure our disadvantaged pupils keep up and catch up with their non-disadvantaged peers.
- A key priority is to develop staff culture to ensure we have high expectations for all and that we invest our Pupil Premium funding in high quality CPD & release time for teachers to develop their practice. Inconsistencies in quality of teaching and the need to develop teachers use of assessment to inform planning were identified in our most recent ofsted inspection as areas to develop. This development will have a significant impact on all children's progress but particularly our disadvantaged pupils.

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools from other trusts with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.