

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	Clyst Hydon Primary School
Number of pupils in school	24
Proportion (%) of pupil premium eligible pupils	4.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	July 2026 to July 2029
Date this statement was published	13 th July 2026
Date on which it will be reviewed	1 st September each year
Statement authorised by	Executive Head
Pupil premium lead	Nicola Clarke
Governor lead	Alison Mackey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6760.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6760.00

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language and vocabulary skills: difficulties or delay with sound production; limited vocabulary and expressive language; issues with comprehension and receptive language.
2	Emotional vulnerability and low self-esteem. Struggles to form positive relationships. Dealing with long term friendship issues/ disputes. Reluctance to engage in curriculum and take on responsibilities.
3	Weaknesses with retention and processing: difficulties with working memory; need to revisit learning; lack of known/instant recall of facts.
4	Liaise with outside agencies to ensure SEND provision is as effective as possible.

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
PP children to use a greater range of vocabulary both verbally and in written work – evidenced in progress writing and reading • Improved responses to comprehension tasks • Improved scores on comprehension assessments • Greater confidence using oral language and an increasing range of vocabulary. • In class participation and engagement • Joining paired and group discussion • Continual phonics improvement	• Increased vocabulary shown through work in reading and writing – to be evident in progress writing. • Improved knowledge and understanding in comprehension tasks • Children read every day to an adult or independently and are reading range of texts.
PP children will develop a more positive opinion of themselves, feel confident to form positive relationships with staff and pupils, contribute to classroom	• PP represented well in weekly school reward systems. • Improved self-esteem and aspiration in learning seen through pupil interviews –

discussions and take on leadership opportunities: • Participation in PSHE/mindfulness activities/friendship management sessions • Pupil interviews • Parental view – do they want to come to school (feedback from parents’ meetings / discussions) • Attitude towards learning • Frequency of clashes (friendship issues) on the playground	PP children able to discuss positive mindset. • Teachers noticing greater engagement in classroom discussions and participation in group activities. • Reduced friendship related incidents. • At least expected within-year progress seen for all PP children.
Equally, PP pupils with SEND or other learning needs have access to the curriculum and tasks which are well matched to their needs. PP children to show increased knowledge of known facts e.g. number bonds, multiplication facts and spellings. • Evidence of challenge / mastery elements within planning • Feedback which clearly challenges and is responded to • Data Tracking • Parents comments / feedback from parents’ meetings.	• Children responding to the challenge and not afraid to make mistakes – pupil interviews (ask these questions in pupil interviews) • Children responding to challenging feedback.
• SEND children receiving the appropriate support. • Where appropriate regular discussion with outside agencies takes place • Monitoring of PPs to ensure that all recommendations from external agencies are being implemented. • Termly engagement with SENDCO, especially where progress of SEND children is a concern.	• SEND children making progress relative to their ability. • Interventions / support having an impact on learning and progress. • SEND children visibly more confident with their learning and will have developed a more positive outlook towards their learning.

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: £2,040.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary to form the basis of knowledge organisers. Each class to have access to high-quality texts recommended by DCC (Babcock) and vocabulary from this to be focused on. Vocabulary highlighted on planning, learning letters and displays	Identified as a promising project on EEF - found to make average 2 months additional progress. Whole school opportunity to prioritise this area, share good practice and raise standards for all pupils. Systems to support teachers to plan for and share this element of curriculum to children and parents.	
Growth Mindset and metacognition approach evident in all classes Assemblies to focus on key values and vision of the school and provide opportunities to explore these concepts. Healthy mind and healthy body to be promoted through daily physical activity, mindfulness and PSHE curriculum. Celebrate success – daily in class and formally in weekly celebration assembly. Badges that are aspirational and have value for the children purchased to support engagement in school life and motivation to	Metacognition shows as high impact (7+ months) on EEF toolkit. Values underpin the effective running of the school and lead to better outcomes and life prospects. Provide consistent message about aspiring with links to children's fiction. Children need dedicated time to discuss and understand the social issues that they face. 2x daily mindfulness activities to promote wellbeing and provide opportunities for children to learn how to regulate. Focussed proactive support prevents disagreements and issues developing. Praise increases feeling of self-worth and belief in own ability. Responsibility promotes self-worth and trust.	

achieve and do their best Wide range of leadership opportunities for all PP children – librarians, eco-warriors– badges awarded to promote the responsibility of each position.		
Redesign of topic planning to ensure progression and coverage is evident throughout Weekly ‘memory games’ lunchtime club Systems and structures to consolidate known facts through overlearning, including Weekly Times Table Challenge Establish SMART targets on ILPs based upon recommendations from external agencies. Termly SEND parent meetings – follow assess, plan, do, review cycle	Based on research into promoting retrieval and retention. Small step, SMART targets focus children’s parents and staff thinking and provide a celebration to ensure child receives a self-esteem boost. Regular interaction with parents vital to support pupil progress.	
If PP Children are also on the SEND register we use the Graduated Response Tool to identify other strategies to support SEND pupils.	Recommended by SENDCo Bespoke intervention focussed on children’s needs has an impact. The pupils will start school in a positive frame of mind and ready to learn. Pupils will make accelerated progress in order to narrow the gap with national expectations.	

Set up and monitor impact of structured interventions based on needs of SEND & PP pupils		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive praise where PP children volunteer information in classroom. Linked to the aspirational badge reward system. Focus for daily readers: a) exposure to texts b) discussion of vocabulary choices made by the author vital c) understanding of vocabulary need. Teacher led 1:1 writing planning and editing time to focus on the higher order vocabulary. Where appropriate daily speaking and listening session with class teacher/ TA. Ensure effective Speech & Language support is sought for PP children, but also that intervention is setup using ideas and resources with programmes in place.	Increased feeling of self-worth and shining a light on behaviour we want to see. Regular reading at home and in school enhances life chances and attainment in school. Access to effective resources improves the performance of pupil's independent work. Bespoke and targeted feedback will greatly enhance likelihood of accelerated progress – EEF Regular opportunities to promote speaking and listening skills will increase pupil confidence and understanding. Opportunities for PP children to speak in public at events such as Christmas/Easter services. Ensure PP 'keep up rather than catch up'	
Outdoor Learning Opportunities – provide regular opportunities for learning to be done outside.	Outdoor adventurous activities heralded +4 months additional progress in EEF toolkit – seen to be more impactful for vulnerable children so these children have been prioritised.	

Weekly 'gardening club' for KS1 pupils Adult support in class to meet and greet – take notice in them and make them feel special. Specific mentoring from CT or TA throughout the day (where appropriate) to maintain engagement to promote growth mind set. Promote leadership and responsibilities. Take part in community projects e.g. tree planting/ visits to local community members.	Focus on feedback and metacognition conversations. Responsibility increases self-worth and self-confidence	
Targeted follow-on teaching based on immediate assessment for learning e.g. follow up maths intervention with teacher after main teacher lesson. PP children targeted for additional conferencing as often as possible. Focusing on reading, writing and maths.	SEND gateway describes precision teaching as One of the most effective teaching strategies to ensuring high levels of fluency and accuracy. Addressing misconceptions and immediate/timely feedback is known to improve outcomes and move learning forwards. Verbal feedback and discussion is more powerful than written feedback.	

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

Budgeted cost: £2720.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of attendance incentives, rewards and deterrents.	DFE data shows a significant impact of poor attendance on achievement.	

Termly parent forums to promote positive communication with the school Extended parent evening sessions for parents of children eligible for PP Monitor attendance of PP parents at parent's evenings. Continued implementation of PHSE activities across all year groups Subsidise trips & sports events. Gardening club activities established 1 afternoon a week in KS1	Positive relationships with parents improve attendance. Social and emotional learning (moderate impact) Art participation (low impact) Outdoor and adventurous learning (moderate impact) Supporting parents when completing referral forms ensures pupils receive support where needed. Social and emotional learning (moderate impact) Outdoor adventure learning (moderate impact) Art participation (low impact) EH4MH approach raises pupils self-esteem and well-being. (moderate impact)	

Total budgeted cost:£6760.00

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 2023 to 2026 academic year.

Weekly celebration assemblies focus on positivity towards school and themselves and also help children to notice their own learning achievements. These assemblies provide an increased positivity and higher self-esteem as their peers get to recognise and celebrate achievements.

Awards and weekly rewards for attendance have encouraged improved attendance.

PP extra reading sessions and extra Little Wandle sessions have supported good progress. 2 KS2 pupils have achieved Greater depth in reading, one of which was working below ARE at the start of the year.

One PP student is applying to go to Colyton Grammar, after being recommended to the school via their widening access programme.

Positive praise system used to engage PP children in their learning, where previously this was not the case – high quality badges were purchased which were very positively received and aimed for with PP children.

Very positive engagement in weekly gardening club sessions, children taking on responsibilities and choosing to set up an 'honesty box' with the produce from the school garden.

Redesign of library and ongoing purchase of books to hook the PP children into reading, has led to an improvement in their ability to have sustained and focused concentration in individual reading sessions. SPARX have provided their reading platform to encourage KS2 readers to read more regularly at home.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Online assessment tool for Numeracy and Literacy	Language Links
Numeracy support in class and online	White Rose Maths
Online reading support	Little Wandle
Online curriculum support and parent communication	

Further information (optional)