

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Tavistock Primary and Nursery School
Number of pupils in school	394 Total (336 YR to Y6 + 58 Nursery)
Proportion (%) of pupil premium eligible pupils	24.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2026
Statement authorised by	Chair of Governors
Pupil premium lead	Laura Handel
Governor / Trustee lead	Sue James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,310
Recovery premium funding allocation this academic year	£12,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£131,780

Part A: Pupil premium strategy plan

Statement of intent

In considering the intention of our pupil premium strategy, we have taken into account the context of our school and the challenges it brings. We have used the EEF research to inform the actions we take, alongside our own research and evidence, which has also informed us on the barriers to learning the disadvantaged children in our school face and the most successful strategies to improve outcomes. The plan also considers the challenges faced by vulnerable pupils, e.g. children who are young carers or those subject to a child in need or child protection plan. This plan is intended to support their needs, regardless of whether they are disadvantaged or not. We are determined that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The key to successful outcomes for all pupils is high-quality teaching. To support this, elements of the plan are directed at securing this across all classes and year groups. We focus on areas in which disadvantaged pupils require the most support: communication and language, social and emotional development, early reading experiences, good attendance and parental engagement. High-quality teaching 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 the challenges and individual needs of the children at Tavistock Primary and Nursery School, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted have been arrived at through a team approach to understanding the gaps in our children's learning and complement each other to help pupils excel. To ensure they are effective we will:

- regularly review our approaches and make changes when we identify that the gap is not closing rapidly enough
- where possible, match strategies from the Pupil Premium Strategic Plan to our Strategic School Improvement Plan to maximize resources and the impact of both plans
- 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 disadvan-

Challenges

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

Challenge number	Detail of challenge
1	<p>On entry baseline assessments, observations and discussions with children highlight low attainment on entry to Early Years Foundation Stage in the prime area of communication and language. In particular, children have not had the pre-reading experiences and oral language development that support rapid acquisition of phonic skills.</p> <p>These underdeveloped receptive and expressive language skills and vocabulary gaps are more evident in our disadvantaged children than their non disadvantaged peers and have a negative impact on the development of reading and writing skills in this group.</p>
2	<p>Our assessments, observations, discussions with children and teacher referrals to the SENDCO have identified a rapid increase in levels of special educational need across the school - particularly in disadvantaged children. The number of EHCPs in the school has risen from 4 in July 2020 to 17 in September 2023. 47% of the children with EHCPs are also disadvantaged. The majority of these children's needs are in the SEND areas of Social Emotional Mental Health and Communication & Interaction. Whether or not this increase is directly linked to the pandemic has been harder to identify, however, the rise has occurred within its timeframe.</p>
3	<p>Our assessments, observations and discussions with children and families have identified social and emotional issues for many children. Since the return from school closures in 2021, there has been a significant rise in children finding the transition into school difficult, expressing anxiety around being in school, completing work (in particular most elements of the English curriculum), socialising with peers and feelings of depression and anxiety. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>50 pupils (29 of whom are disadvantaged) currently require additional support with social and emotional needs, with 30 being supported by a trained Attachment Based Mentor and 13 in receipt of a weekly play therapy session.</p>
4	<p>On entry baseline assessments and staff observations highlight significantly low attainment in the prime area of personal, social and emotional development. In the early learning goals for managing self, there are a significant number of children starting school unable to manage their basic hygiene and personal needs, in particular, going to the toilet. This has a negative impact on children's time accessing the curriculum, as well as taking staff resources from curriculum engagement. Further impacting on standards.</p> <p>The areas of self-regulation and building relationships are equally under developed. Underachievement in the PSED ELGs impacts negatively on children's ability to access all other areas of the early years curriculum and significantly slows progress in early reading and mathematical development.</p>

5	32 children are currently supported at early help, child in need or child protection. 72% of these children are disadvantaged. These children are living in chaotic families, attendance and punctuality is poor, there are issues of domestic violence, poverty, drug and alcohol misuse and mental health concerns. The majority of these parents find it difficult to engage with the school and need high levels of intervention from skilled practitioners to support the family, secure their trust and engagement and improve outcomes for the children.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been approximately 1.8% lower than for non-disadvantaged pupils. 27% of our persistently absent pupils in 2022/23 were disadvantaged pupils. 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 among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil interviews, class visits and ongoing formative assessment.
Improved reading attainment among disadvantaged children.	KS2 reading outcomes in 2025/26 show that more than 65% of disadvantaged pupils meet the expected standard.
SEND children receive well targeted, effective interventions and support that secures good progress across all areas of the curriculum.	<ul style="list-style-type: none"> Attainment for SEND pupils at the end of KS2 is good in relation to their starting points Exclusions are rare The behaviour policy, based on a relational approach, is supporting pupils to feel safe, listened to and ready to learn.
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • a significant reduction in children needing support to manage their feelings of anxiety around school • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Increased attainment of the early learning goals in personal, social and emotional development by the end of the Foundation Stage, particularly our disadvantaged children.	Attainment of the ELGs in PSED are at 65% in 2025/26
Parental engagement is high across all groups, particularly in our disadvantaged families.	<p>Sustained parental engagement from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • attendance at parent consultations, workshops and celebration assemblies and performances • Number of parents actively engaged in the home school association • Number of parent volunteers in school
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. • the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 0.5% lower than their peers.

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: £130,536

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Reading and Systematic Synthetic Phonics Leader to further develop the school's SSP approach, in particular with a focus on blending, 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 (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 & 2
Termly staff training with the SP and ER Lead to establish consistent understanding and implementation of the SSP and Early Reading strategy	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 & 2
Early Years TAs trained by staff experts in the use of 'Let's Talk More' and 'Toddler Talk' interventions. TAs implement with identified children	The EEF preparing for literacy: Improving communication, language and literacy in the early years provides strong evidence for the value of prioritising the development of communication and language in the early years and the positive impact this has on children's attainment in reading and writing as they progress through school. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf	1, 2, 3, 4 & 5
SENDCO to increase time spent monitoring experiences of SEND children in class to support early identification of SEND needs, support with planning and implementing strategies	The EEF SEN in mainstream schools guidance report recommends ensuring all pupils have access to high quality teaching and carefully selected small group and 1:1 interventions. Our experience has shown that this is most effective when managed strategically by an SEN expert.	1, 2, 3, 4, 5 & 6

for rapid progress and funding applications	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf	
Training of Attachment Based mentors for identified TAs in each key stage to support vulnerable children identified by DSLs or other staff.	EEF research suggests that a relational approach to all children is the most effective way of managing challenging behaviour. The ABMs support all staff to know and understand our pupils and their influences, developing relational support plans that ensure challenging behaviours are identified and managed at an early stage and dysregulation and exclusion is minimised as much as possible. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	3, 4 & 5

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

Budgeted cost: £26,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support in Nursery to increase capacity for targeted C&L support from skilled EYFS TAs	The EEF preparing for literacy: Improving communication, language and literacy in the early years provides strong evidence for the value of prioritising the development of communication and language in the early years and the positive impact this has on children's attainment in reading and writing as they progress through school. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf	1, 2, 3, 4 & 5
Targeted interventions from teachers and trained TAs for children identified as falling behind at class progress meetings at the end of the Autumn Term.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2

<p>Use of Speech and Language link to assess and identify children presenting with language delay (receptive and/or expressive language). Followed with the use of speech and language programmes (SALT service) to meet the identified needs.</p>	<p>The EEF preparing for literacy: Improving communication, language and literacy in the early years provides strong evidence for the value of prioritising the development of communication and language in the early years and the positive impact this has on children's attainment in reading and writing as they progress through school.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf</p>	<p>1, 2, 3, 4 & 5</p>
<p>TAs to be trained by SENDCO in the use of a Communication and interaction intervention. TAs implement this programme weekly with identified children.</p>	<p>EEF research suggests that a relational approach to all children is the most effective way of managing challenging behaviour. The SENDCO ensures support staff in the EYFS know and understand our pupils with communication and interaction needs and their influences, developing relational support plans that ensure behavioural needs are identified and managed at an early stage and dysregulation is minimised as much as possible.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p>	<p>3, 4 & 5</p>
<p>TAs trained by in-house expert in the use of phonic interventions, precision teaching and project X. Weekly interventions carried out across all key stages with identified children</p>	<p>EEF guidance on making best use of TAs found that the use TAs to deliver high quality one-to-one and small group support using structured interventions was an effective strategy to close the gap for disadvantaged pupils.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsgd.pdf</p>	<p>3, 4 & 5</p>

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Normal Magic' team	Building a strong relationship between home and school and ensuring a shared dialogue about the	6

of family support workers to liaise with home and school, supporting families with low attendance and safeguarding needs that meet the early help threshold.	role of parents in children's learning has a positive impact on attendance, behaviour in school and academic progress https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf	
Safeguarding team meetings	The safeguarding team meets regularly to discuss families and review evidence gathered on the school's electronic reporting system. In-house evidence has shown this has appositive impact on the distribution of knowledge on the vulnerable families and, consequently, our ability to target support effectively to these families.	6
Supplementing residential costs for disadvantaged families when possible	Attendance on school residential is sometimes the only experience our disadvantaged families have of leaving the Devon area and experiencing wider British society. This is essential for their cultural development and awareness of the world.	3, 4 & 5

Total budgeted cost: £158,816

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 2020 to 2021 academic year.

Attendance:

All children - 97%

PP children - 95.1%

Praise letters – 6/23 (26% PP)

Concern letters – 11 /42 (14% PP)

Referral to EWO – 3/3 (100% PP)

Remote/Home Learning:

All children engagement 300/334 (90%)

No engagement 4/5 (80% PP)

Little engagement 10/29 (34% PP)

Laptops issued 12/21 (57% PP)

Behaviour/Emotional Regulation:

5/16 children (31% PP) received red cards during Sept-July and these five children accounted for 17/32 red cards (53%)

Representations and Awards:

2/8 (25% PP) House Captains

10/60 (17% PP) Skills for Success medals

1/12 (8% PP) Pupil Council (elected by peers)

Family Feedback:

6/25 pupils (24% PP) not attended parents' evenings (Autumn or Spring)

Missing Experiences due to Covid:

Residentials

Visits and Visitors

School Community Events

Selective Sports' Teams

Youth Speaks

Town Community Events

Homework and Homework Club

Extra Curricular Clubs

Children's University

Pupil Outcomes - Internal data		
Year Reception Good Level of Development	Pupils eligible for PP	Pupils not eligible for PP
Baseline Data September 2020	21%	33%
Spring Term	25%	40%
Summer Term	31% (+10%)	53% (+20%)
Year 1 Phonics Screening June 2021	Pupils eligible for PP	Pupils not eligible for PP
Standard Met	78%	79%
Year 2 Phonics Screening	Pupils eligible for PP	Pupils not eligible for PP
Nov 2020 Standard Met	89%	81%
June 2021 Standard Met	89%	88%
2021 KS1 Attainment Data Summer Term	Pupils eligible for PP	Pupils not eligible for PP
Expected standard+ Reading	60%	73%
Expected standard+ Writing	70%	70%
Expected standard+ Maths	60%	76%
Reading, Writing and Maths	50%	73%
2021 KS2 Attainment Data Summer Term	Pupils eligible for PP	Pupils not eligible for PP
Expected standard+ Reading	78%	96%
Expected standard+ Writing	69%	67%
Expected standard+ Maths	88%	92%
Reading, Writing and Maths	65%	71%

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.