

Pupil premium strategy statement – Teignmouth Primary 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	50.4% (104)
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)	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	<i>Luke Marchant</i> , Headteacher
Pupil premium lead	<i>Luke Marchant</i> , headteacher
Governor / Trustee lead	<i>Richard Turvey</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142, 410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£142, 410

Part A: Pupil premium strategy plan

Statement of intent

At Teignmouth Primary School, we are committed to all pupils reaching their full potential regardless of their background. We meet pupils' academic, social and pastoral needs through a safe and nurturing environment. We teach pupils that the sky's the limit in what they can achieve in life.

As of the academic year 2025-26, the school was in the top 20% for the percentage of children receiving Free School Meals nationally, above average for the percentage of children with SEND nationally. The school, according to the Inspection Data Summary Report, is in the highest 20% for pupil base and school location deprivation.

We want pupils to develop into well rounded individuals who can achieve well in the wider world and make a positive difference to it. We teach children about this through core values of respect, responsibility and aspiration. Pupils are at the heart of everything we do and we offer excellent pastoral care for them.

We offer a broad and balanced curriculum with topics that are carefully planned to engage and excite pupils with their learning. Curriculum content is pitched high, and we ensure children study ambitious concepts and vocabulary. Our curriculum is brought to life by trips, residential, memorable experiences and visitors. Our unique Outdoor Learning offer ensures that children relate their learning to the world around them even further. We aim to share learning with parents where possible.

Reading is at the heart of our curriculum. Topics are based around key texts, and a love of reading is nurtured continuously. Pupils' reading habits and progress are continually monitored, and the teaching of reading is prioritised throughout the school. We utilise a rigorous system of phonics alongside a range of strategies to that the teaching and learning of Early Reading is of the highest calibre.

We believe that high-quality inclusive teaching is key to ensuring that all children thrive. Through systems of incremental coaching and CPD, we aim to equip staff with the skills and knowledge to ensure that children receive the highest standards of education. Within this, we believe in providing high standards and models of Oracy so that all pupils can find their voice. Although these approaches will benefit all children, their impact will be significant on improving standards for disadvantaged pupils.

As a school, we value relationships and have a strong relational approach. CPD and training for staff will benefit this, as does our investment in interventions to develop pupils socially and emotionally.

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower level of communication and language</p> <p>The majority of our pupils have a significant barrier to their speech and language on entry to our school. Throughout the school, many pupils have a lower breadth and quality of vocabulary and find it more challenging to articulate their thoughts and feelings. Currently, 22% of children in nursery are awaiting SALT (Speech and Language Therapy) assessment or have SALT involvement currently.</p>
2	<p>Pupils entering EYFS below age related expectation</p> <p>On entry to our Early Years (whether joining in Reception or Nursery), many of our disadvantaged pupils are working below age related expectations. Communication and Language, Physical Development, and Personal, Social and Emotional Development, are frequently the areas in which pupils find it challenging to achieve their ELG. On entry, 50% of our disadvantaged Reception children were achieving below in Communication and Language, and 58% were below in PSED.</p>
3	<p>Vocabulary being below age related expectation</p> <p>Internal and external assessments (including question level analysis of KS2 SATs) frequently indicate that vocabulary is a barrier for our disadvantaged pupils. Pupils do not always have access to a frequent and varied vocabulary outside of school, and this in turn impacts on their comprehension and communication.</p>
4	<p>Pupils having further opportunities to broaden their experiences with trips and clubs outside of school</p> <p>Internal monitoring and tracking of clubs indicate that many pupils do not participate in clubs outside of school, or have had limited experience of the wider and local area. This does not always allow them opportunities to develop talents and interests, or gain a greater understanding of the world around them.</p>
5	<p>Attendance at school</p> <p>Pupil surveys, pupil voice and data (as accessed from VYED) indicate that disadvantaged pupils attend well at the school. However, they do not attend as well on average as their non-disadvantaged peers.</p>
6	<p>Some pupils not yet possessing strategies to support their social, emotional and mental health</p> <p>Many disadvantaged pupils require further Nurture outreach and intervention, and show gaps within the Boxall profile. A range of factors (including attachment barriers and trauma) have shown a barrier to pupils' SEMH, and require bespoke intervention.</p>
8	<p>Less diverse area, leading to potentially fixed societal views</p> <p>Our school population is 90% White British (as opposed to 74% nationally). Due to a less diverse area, pupils have fewer experiences of multiculturalism. We aim to provide these opportunities within our curriculum</p>

9	Risk of lower attainment Although disadvantaged pupils make high rates of progress within our internal data, there is still a large gap in attainment on entry to the school. This gap is still significant at the end of KS2 SATs. We aim to narrow this gap so that disadvantaged pupils achieve in line with or above their non-disadvantaged peers.
10	Behavioural incidents Disadvantaged pupils are likely to have a higher number of negative behavioural incidents on average than their peers (in the academic year 2024-25, 73% of incidents came from disadvantaged pupils). This, in turn, impacts on their academic achievement. We aim to reduce the number of negative behavioural incidents from our disadvantaged pupils.

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
Raise the standard of Oracy throughout the school so disadvantaged pupils communicate effectively	Disadvantaged pupils can communicate effectively, as reflected in pupil voice, learning walks and online evidence
Speech and language to be improved by the time pupils enter KS2	An increased number of disadvantaged children are discharged from needing Speech and Language support. SALT targets are being met more regularly
Gaps closed between PP and non-PP pupils	Statutory outcomes show attainment and progress of disadvantaged pupils is in line with, or exceeds, their peers.
Vocabulary of PP pupils continues to improve so that they can access a full curriculum	Disadvantaged pupils' books demonstrate an increasingly rich vocabulary. There is an increase in reading and writing attainment for our disadvantaged pupils.
Pupils have developed strategies to support their Social, Emotional and Mental Health	There is a decrease in behavioural incidents for our disadvantage pupils on Class Charts The Boxall profile demonstrates an improvement in pupils' SEMH needs being met. The percentage of suspensions for disadvantaged pupils has decreased from the previous year.
Pupils to have a broad and balanced curriculum, which is enriched with trips and visitors, and also provides an awareness of different cultures and a diverse range of role models.	A broad and balanced curriculum is delivered, and pupil voice/learning walks demonstrate engagement with this All children have accessed a range of trips at the school, with pupil voice demonstrating a positive view of these experiences

	Curriculum monitoring and pupil voice show that pupils show respect for different cultures and are aware of different role models
A range of extra-curricular activities offered for all pupils	Analysis shows that all disadvantaged pupils have engaged with at least one extra-curricular club or activity.
Attendance and punctuality continues to improve for disadvantaged pupils.	School is well-attended by disadvantaged pupils, with attendance and rates of punctuality in line with or better than national.non-disadvantaged
There is a high engagement with reading	Pupil voice shows high levels of engagement with reading. Accelerated Reader data shows an increase in the range of books read by disadvantaged pupils. Reading attainment for disadvantaged pupils is in line with or above national standards for the EYFS ELG in reading, Y1 PSC, and at the end of KS2.
Knowledge of basic number facts improves	This is reflected in statutory outcomes (ie. KS2 mathematics, achievement of the mathematics ELG, and the Y4 MTC)

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: £ **£71,205**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deployment of Deputy headteacher to further raise standards of teaching and learning – to deliver incremental coaching in order to support teaching and learning, and to provide HQT of KS1 reading</i>	A wealth of evidence shows that continually developing high quality teaching is one of the most impactful methods in supporting disadvantaged pupils. The Education Endowment Fund states that “Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.” (the EEF Guide to the Pupil Premium, 2023) https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium Regular Instructional coaching is shown to directly support teacher performance over time.	1, 3, 5, 9, 10

<i>(therefore ensuring children are well-prepared for the next stage in their reading) 25,020</i>		
StepLab—to provide a programme of incremental coaching in order to further raise standards of Teaching and Learning	<p>A wealth of evidence shows that continually developing high quality teaching is one of the most impactful methods in supporting disadvantaged pupils. The Education Endowment Fund states that “Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.” (the EEF Guide to the Pupil Premium, 2023)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p> <p>Regular Instructional coaching is shown to directly support teacher performance over time</p>	1, 3, 5, 9, 10
<p>Early Reading</p> <p>Purchase of Read Write Inc (a DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils. Accompanying CPD is provided to ensure all stakeholders can support this delivery.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	1, 2, 3, 8, 9
<p>Mathematics</p> <p>Purchase and use of high quality schemes and resources to improve the teaching and learning of mathematics, such as White Rose Hub and</p>	<p>There is strong evidence showing that mathematics teaching focusing on developing problem solving strategies, a use of visuals and manipulatives, and a range of tasks to challenge/support pupils’ mathematics, has an impact on pupils’ overall mathematics.</p> <p>In house data has shown a 3 year trend of rising Times Tables results at the MTC following the use of Times Tables Rock Stars at the school/.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	1, 2, 3, 9

Times Tables Rock Stars.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Curriculum Use of rich, interactive schemes to improve Quality First Teacher across the curriculum, and to provide exposure to vocabulary and concepts. (Including Language Angels for MfL, Inspire for History, a range of History artifacts, and Charanga for Music). Lyfta is a resource used to broaden the curriculum and promote cultural diversity. Using a rigorous approach to supporting pupils with developing a rich vocabulary, including providing dual-coding in all classrooms.	<p>Schemes have been carefully selected to support teacher subject knowledge, provide clear progression, and ensure that all pupils can build on prior knowledge. The ambitious sequencing of curriculum and the impact of this can be seen in reference from research from Mary Myatt (the <i>Huh</i> series)</p> <p>Resources such as TT RockStars promote deliberate practice of key elements of learning, and have had a demonstrable impact over time.</p> <p>The EEF also cites approaches from cognitive science, including the use of dual coding, which enhance pupils' retention and discussions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p>	3, 4, 8, 9
Oracy CPD focused on raising standards of Oracy, and	<p>Raising standards of oracy will have a significant impact on children's understanding, literacy, and social interactions.</p>	1, 3, 5, 6, 9, 10

modelling in the classroom (from systems such as Step Lab).	Evidence and the new focus in the Curriculum and Assessment review demonstrate the impact of Oracy on all pupils. https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice	
Assessment Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Use of rigorous data analysis tool to track key groups and provide targeted support.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3,
EYFS Additional staff in the EYFS—including a teacher in Nursery 0.6, and an additional TA to support.	As mentioned previously, a lot of pupils enter school below the profile for Communication and Interaction, and PSED. The EEF notes the impact of early intervention and further support in the Early Years: On average, pupils from a disadvantaged background enter reception almost a year behind non-disadvantaged pupils (Sutton Trust). Through facilitating high quality interactions Barriers to communication and language, wider experiences, Through investment in EYFS, outcomes have continued to rise in Reception at Teignmouth Primary School. https://educationendowmentfoundation.org.uk/education-evidence/early-years	1, 2, 3, 9,
High quality interactions Whole staff training on the ShREC approach and how to develop high quality	The EEF states: “research evidence tells us that high-quality early education is one of the best ways to ensure that children can thrive and succeed in school and beyond, regardless of their background.”	1, 2, 3, 5, 6, 9, 10

interactions, especially in the Early Years.	Further evidence states that raising the quality of interactions, through methods such as the ShREC approach, has a significant impact on pupils' attainment.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 38,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring and interventions One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3, 9
RWI tutoring 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: Phonics Teaching and Learning Toolkit EEF	1, 2, 3, 9
SILSA-- Speech and Language support	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:	1, 2, 3, 5, 6, 9, 10

Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions Teaching and Learning Toolkit EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 35, 720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor Learning Providing weekly Outdoor Learning sessions to enrich the curriculum and provide pupils with opportunities for explorative learning	<p>Outdoor Learning provides a way to enrich the curriculum and provide new activities that children may not have experienced outside of school (Primary Huh by Mary Myatt)</p> <p>The EEF states that “There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.”</p> <p>Our pupil and parent surveys list Outdoor Learning as a lesson that encourages children into school and improves attendance.</p> <p>High quality physical activity also shows benefit to pupils (evidence from EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity)</p>	1, 3, 4, 5, 10
Nurture Use of Nurture-based interventions from a trained TA, with further CPD to equip them with	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p>	1, 5, 6, 10

therapeutic skills to support children's SEMH needs.		
Behaviour Tracking of behaviour using Class Charts to make informed decisions. Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Use of student leadership roles to empower pupils to see themselves as members of the school community.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	1, 5, 6, 10
Support with trips and uniform To increase a sense of belonging, we allocate funding to provide uniform for children whose families may not be able to afford this, and subsidise trips to support pupils. Pupil participation is tracked to ensure equity of experiences.	Evidence demonstrates the holistic impact of trips and visits on children's wellbeing, engagement with school and later attainment. Similarly, a sense of belonging has an impact on pupils' wellbeing and attendance. https://nasenjournals.onlinelibrary.wiley.com/doi/full/10.1111/1471-3802.12638	4, 5

Total budgeted cost: £ 145, 535

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.

The data demonstrated that across areas such as attainment and attendance, our disadvantaged pupils typically out-perform disadvantaged pupils nationally. To build upon this work, we must now seek to ensure that they achieve in line with their non-disadvantaged peers nationally and within the school.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that there is a pattern of disadvantaged pupils at Teignmouth Primary School out-performing their peers nationally, yet still not performing as highly as their non-disadvantaged peers within the school:

	EYFS GLD	Y1 PSC
National Disadvantaged (2024)	38%	68%
TPS Disadvantaged	67%	73%
TPS non-disadvantaged	77%	77%

Please note that the EYFS was a particular strength within the data set.

At the end of KS2, the same is true. Disadvantaged pupils out-perform their peers nationally, yet do not perform as well as their non-disadvantaged peers within the school. For the data-set, non-disadvantaged pupils did not perform as well as their peers nationally. We wish to raise overall KS2 attainment, with a focus on disadvantaged from this.

KS2	RWM
National Disadvantaged (2024)	43%
TPS Disadvantaged	50%
TPS non-disadvantaged	58%

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 disadvantaged pupils attended significantly better than their peers nationally. However, we now wish to raise this so that disadvantaged children's attendance is in line with the cohort of 'all pupils' nationally. Data from VYED places the school first for attendance when compared to schools of a similar type.

Attendance	Whole school	National	Difference
All pupils	95.1%	94.8%	+0.3%
Disadvantaged	94.0%	92.2%	+1.8%

Behaviour analysis shows that 73% of incidents come from disadvantaged pupils. This is a decrease from 90% of the previous year. Strategies show an increasing improvement for these pupils, and external quality assurance (from School Improvement Partners, the trust and outside agencies) comment on strong learning behaviours at the school. Suspensions are above national averages, and 10 out of the 13 pupils suspended last year were disadvantaged. We will seek to refine our approaches to lower the proportion of disadvantaged pupils incidents and decrease suspension.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve above as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that continued work on speech and language, and behavioural approaches had a positive impact on attendance and behaviour (the proportion of incidents from disadvantaged pupils decreased, and levels of attendance rose for disadvantaged pupils. Work in the Early Years Foundation Stage had a significant impact on disadvantaged attainment and can therefore be built upon further. Although the school disadvantaged pupils outperformed their peers nationally, there was still a gap compared to their non-disadvantaged peers. Our actions this year seek to dispel this gap further.

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
Step Lab Coaching	Step Lab
Times Tables Rockstars	Maths Circle
SCARF	Coram Life Education
Seesaw	Seesaw
Charanga music	Charanga

White Rose Maths	White Rose Maths
Inspire	Mosaic
Language Angels	Language Angels
Lyfta	Lyfta

Service pupil premium funding (optional)

<i>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</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

We are committed to improving the lives and opportunities of our disadvantaged pupils. This means that we have allocated funding in addition to the pupil premium to supporting these children.

We will review the PP report regularly, and share with staff and our LGB. We have governor dedicated to monitoring the Pupil Premium report.