

Pupil Premium Strategy Statement - Okehampton 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 children last academic year.

School overview

Detail	Data
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	37% (135)
Academic year/years that our current pupil premium strategy plan covers	September 2026 - 2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Phil Whittleby
Pupil Premium lead	Jacqui Dart
Governor / Trustee lead	Gareth Howells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,899.99
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£ 176,899.99

Part A: Pupil Premium strategy plan

Statement of intent

At Okehampton Primary School, we are committed to ensuring that all children, regardless of their background or circumstances, achieve their full potential. Our Pupil Premium strategy is designed to diminish the differences in attainment, attendance and wider outcomes between disadvantaged children and their peers, while recognising that every disadvantaged child's barriers to success are unique.

Analysis of school data shows that disadvantaged children are disproportionately represented among children with lower attendance, gaps in foundational knowledge, and social, emotional and mental health needs. These barriers can significantly impact academic achievement and long-term life chances if not addressed effectively.

Our approach is rooted in evidence-informed practice, drawing on guidance from the Education Endowment Foundation (EEF). We prioritise high-quality teaching as the most effective means of improving outcomes, supported by targeted academic interventions and wider strategies that address attendance, wellbeing and engagement. Our strategy focuses particularly on securing strong foundations in reading, writing and mathematics, ensuring children are consistently present in school, and providing the support required for children to engage successfully in learning.

We adopt a graduated and responsive approach, using ongoing assessment and evaluation to identify needs and refine provision. Through high expectations, inclusive practice and strong relationships with families, we aim to ensure that disadvantaged children thrive academically, socially and emotionally, and leave Okehampton Primary School well prepared for the next stage of their education.

Links to research and evidence-based approaches:

- [The EEF Guide to the Pupil Premium | EEF](#)
- [Growing apart - The evolution of the disadvantage gap | EEF](#)

Challenges

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

Challenge number	Detail of challenge
1	Attendance – children who are most vulnerable to underperformance need to be in school more. Attendance for PP children in 2025-26 was 89%.
2	Gaps in foundational knowledge, especially in Maths and English, need to be addressed.
3	Mental Health and wellbeing must be addressed as contributing barriers.

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 levels of attendance for all groups, especially for vulnerable children.	□ Overall attendance for disadvantaged children improves from 89% to at least 94% by July 2029. □ The proportion of disadvantaged children who are persistently absent reduces year-on-year and falls below national averages. □ Attendance gap between disadvantaged and non-disadvantaged children narrows annually. □ Attendance concerns are identified early, and effective support plans are in place for vulnerable families. □ Increased participation of disadvantaged children in school enrichment opportunities and wider curriculum experiences.
Develop high-quality teaching, assessment and a broad and balanced curriculum which responds to the needs of the children.	□ High-quality teaching is consistently evident across the school through coaching, monitoring and professional dialogue. □ Teachers routinely adapt teaching based on effective formative assessment to address misconceptions and close learning gaps. □ Curriculum sequencing supports children to secure and retain foundational knowledge over time. □ Internal and external monitoring demonstrates that disadvantaged children access the full curriculum successfully. □ Attainment and progress of disadvantaged children improve across all year groups, particularly in reading, writing and mathematics.

Professional development to implement effective provision in Phonics and literacy and numeracy.	☐ Phonics teaching is consistently strong and delivered with fidelity to Read Write Inc, the school's chosen synthetic Phonics programme. ☐ The percentage of disadvantaged children meeting the expected standard in the Year 1 Phonics Screening Check is at least in line with national averages. ☐ Staff demonstrate increased expertise in identifying and addressing barriers to literacy and numeracy. ☐ Early identification and intervention reduce the number of disadvantaged children falling behind age-related expectations. ☐ Improved attainment outcomes for disadvantaged children in reading, writing and mathematics at key assessment points.
Targeted interventions to support language development, literacy and numeracy.	☐ Interventions are precisely targeted through assessment and reviewed regularly for impact. ☐ Most children receiving targeted support make accelerated progress from their individual starting points. ☐ Assessment information demonstrates diminishing gaps in foundational knowledge for disadvantaged children. ☐ Increased proportion of disadvantaged children achieve age-related expectations in reading, writing and mathematics. ☐ Children demonstrate improved confidence and independence when applying key skills in class.
Supporting children's social, emotional and behavioural needs.	☐ Identified children access timely emotional, behavioural and pastoral support. ☐ Child voice shows disadvantaged children feel safe, supported and able to engage positively with school life. ☐ Behaviour incidents involving disadvantaged children reduce over time. ☐ Increased engagement, resilience and readiness to learn is evident through monitoring and pastoral records. ☐ Improved attendance and attainment outcomes for children who receive targeted SEMH support. ☐ Sustained improvements in children wellbeing are demonstrated through pastoral tracking and individual provision reviews.

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a programme of high-quality incremental coaching across the school for all teachers focussing on inclusive practices.	High-quality teaching should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key. Use reliable research evidence to support your strategy EEF	1, 2, 3
CPD to raise the effectiveness of formative assessment and the resulting actions.		
CPD to develop provision of Phonics, especially for vulnerable children who are PP, SEN or both.		

Targeted academic support

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A relentless focus on securing foundational knowledge, through accurate assessment and keep up and catch-up strategies/interventions.	Targeted academic support can have a strong positive impact on learning and is an important part of any Pupil Premium strategy. Use reliable research evidence to support your strategy EEF	1, 2, 3

Wider strategies

Budgeted cost: £36,899.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
A review of engagement of vulnerable children, especially PP/SEN boys, and address provision and curriculum as appropriate, including wider enrichment opportunities.	Wider barriers to learning are important to consider as part of your Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category. Use reliable research evidence to support your strategy EEF	1, 2, 3
Embed DMAT attendance processes and support for children vulnerable to poor attendance		

Total budgeted cost: £176,899.99

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2024-2026 academic years, there was a focus on securing strong starts and embedding foundational knowledge. The success of this is evident in the improvement in statutory assessment data for our younger Pupil Premium children at key milestones:

- Early Years Good Level of Development for PP children: 63% 2026 improved from 33% in 2025.
- Year 1 Phonics Screening Check for PP children: 81% 2026 improved from 54% in 2025.
- Year 4 Multiplication Times tables Check for PP children: 46% at 22+/25

Despite a clear focus on closing legacy gaps in foundational knowledge for our KS2 PP children, too many of our Year 6 PP children did not meet the expected standard:

- Year 6 end of KS2 Combined Reading, Writing and Maths for PP children: 17%
- Year 6 end of KS2 Reading for PP children: 22% EXS+ with 99.19 Average SS
- Year 6 end of KS2 Maths for PP children: 17% EXS+ with 95.53 Average SS
- Year 6 end of KS2 Writing for PP children: 17%
- Year 6 end of KS2 EGaPS for PP children: 22% EXS+ with 98.56 Average SS