

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the academic year 2025-2026 to help improve the attainment of our disadvantaged pupils, and the review of spending 2024-2025.

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 | Thorncombe CE Primary School |
| Number of pupils in school | 30 (YR-Y6, 26 pupils) |
| Proportion (%) of pupil premium eligible pupils | 26.9% (YR – Y6) * a decrease from 34% last year |
| Academic year/years that our current pupil premium strategy plan covers | October 2025 – October 2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Claire Fegan |
| Pupil premium lead(s) | Sally Davies (HoS) |
| Governor / Trustee lead | Carolyn Bromfield |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £15,150 * Funding based on 17% of PP from the year 2024-2025 and not reflective of the 33% PP currently on roll. |
| 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 | £15,150 |

Part A: Pupil premium strategy plan

Statement of intent

At Thorncombe St Mary's CofE Primary School, our core aim is to ensure that all pupils, regardless of disadvantage, achieve well and flourish academically, socially and emotionally. We are committed to reducing—and wherever possible eliminating—any attainment gaps between disadvantaged pupils and their peers through high-quality teaching, targeted support and strong pastoral care.

Currently, 26.9% of pupils (7 children) from Reception to Year 6 are eligible for Pupil Premium funding. There are no Pupil Premium pupils in the nursery. All Pupil Premium pupils are closely tracked, and 100% are making good progress and achieving the individual targets set for them. A small number remain below age-related expectations (ARE) in reading, writing and maths; all of these pupils have an EHCP in place and receive targeted support through personalised learning plans (PLPs).

Our Pupil Premium strategy is rooted in the principles outlined by the DfE and the Education Endowment Foundation (EEF), with a strong focus on high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils.

Our key objectives are to:

Secure consistently high-quality teaching across the school, ensuring learning gaps are identified early and addressed swiftly. We maximise the impact of *Ordinarily Available Inclusive Provision (OAIP)* so that classroom practice supports access to the curriculum for all learners.

Support pupils' social, emotional and mental health (SEMH) needs through targeted pastoral care, enabling pupils to feel safe, confident and ready to learn.

Address multiple and overlapping barriers to learning, including SEND, attendance and safeguarding needs, through close monitoring, SENCo involvement and partnership working.

Develop positive learning behaviours and attitudes, including resilience, independence and aspiration, with a particular focus on confidence and stamina in writing.

Ensure strong progress in core subjects, with a continued focus on reading, writing and maths through targeted questioning, pupil conferencing, and daily small-group and 1:1 support where needed.

Promote good attendance, recognising its vital role in academic success. Attendance is closely monitored for all pupils, with timely support provided where concerns arise.

Strategies currently in place include increased quality-first teaching, targeted classroom questioning, regular pupil conferencing, daily intervention opportunities, and ongoing SENCo input. These approaches are reviewed regularly and have been shown to be effective through pupil progress data, outcomes against individual targets, and teacher assessment.

Our next step is the implementation of OAIP plans for each class, further strengthening inclusive practice and ensuring that all pupils—particularly those who are disadvantaged—can fully access learning opportunities.

At Thorncombe St Mary's, supporting disadvantaged pupils is central to our Christian vision and values. Through strong relationships with families, effective use of funding, and a relentless focus on inclusion and high expectations, we aim to ensure that every child is allowed to succeed and thrive.

Challenges

This details the key challenges to achievement that we have identified:

| Challenge | Detail of challenge |
|----------------------------------|---|
| Rural location | The school serves a rural community with limited access to services, enrichment opportunities and transport. Some families experience isolation and reduced access to external support. Reduced access to wider learning experiences and support services may impact pupils' confidence, engagement and cultural capital. |
| Double disadvantaged (SEND & PP) | A number of disadvantaged pupils also have EHCPs, resulting in overlapping barriers related to cognition, communication, SEMH and learning needs. Pupils require highly personalised provision and additional time to make progress and work towards age-related expectations, particularly in core subjects. |
| Attendance | A small number of pupils experience attendance challenges due to complex family circumstances and additional needs. Reduced attendance affects continuity of learning and can impact progress if not addressed quickly. |
| Maths resilience | Some disadvantaged pupils lack confidence and resilience when faced with challenge in maths, particularly with problem-solving and reasoning tasks. Pupils may disengage or struggle to apply strategies independently, limiting progress and depth of understanding. |
| Writing endurance | Some pupils find it difficult to sustain focus and effort in extended writing tasks, impacting quality and quantity of written work. Limited writing stamina can affect progress in writing and pupils' ability to demonstrate their learning across the curriculum. |

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| Independence | Some disadvantaged pupils require additional support to develop independence and self-regulation in learning tasks. Reduced independence can limit pupils' ability to apply skills confidently, persevere with challenge and transfer learning across subjects. |
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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 |
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| <p>1. Rural context and access to learning opportunities Disadvantaged pupils experience equitable access to learning, enrichment and support despite rural isolation. Increased exposure to wider experiences strengthens engagement, confidence and curriculum access.</p> | <ul style="list-style-type: none"> • All disadvantaged pupils access trips, visitors and enrichment opportunities. • Increased participation in extra-curricular and curriculum-enhancing activities. • Improved pupil voice outcomes relating to enjoyment and engagement in learning. • Evidence of enhanced vocabulary and background knowledge in pupils' work and talk. |
| <p>2. Double-disadvantaged pupils (EHCP + Pupil Premium) Intended outcome Pupils who are disadvantaged and have an EHCP access to consistently high-quality inclusive teaching and personalised provision. They make good progress against individual targets and increasingly engage independently in learning.</p> | <ul style="list-style-type: none"> • High-quality adaptive teaching is evident across all classes. • Majority of double-disadvantaged pupils meet or exceed PLP/EHCP targets. • Good progress from individual starting points in reading, writing and maths. • Increased independence and engagement in learning tasks. • Reduced learning disengagement linked to access needs. |
| <p>3. Attendance Intended outcome Attendance for disadvantaged pupils improves and remains closely monitored, ensuring continuity of learning and positive engagement with school.</p> | <ul style="list-style-type: none"> • Improved attendance for disadvantaged pupils across the academic year. • Reduction in persistent absence for targeted pupils. • Timely interventions evident in attendance records and case studies. • Positive engagement from families in attendance-related support. |
| <p>4. Resilience and confidence in maths Intended outcome Disadvantaged pupils develop greater resilience and confidence in maths, enabling them to persevere with</p> | <ul style="list-style-type: none"> • Improved pupil confidence evident in maths lessons and pupil voice. • Increased engagement with problem-solving and reasoning tasks. |

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| challenge, apply strategies independently and deepen understanding. | <ul style="list-style-type: none"> • Reduction in avoidance behaviours during challenging maths activities. • Improved progress outcomes in maths from starting points. |
| 5. Writing stamina Intended outcome Disadvantaged pupils develop the stamina and confidence needed to sustain extended writing, improving the quality and quantity of written outcomes across the curriculum. | <ul style="list-style-type: none"> • Increased length and quality of independent writing. • Improved attainment and progress in writing assessments. • Greater application of taught writing skills across subjects. • Positive pupil voice regarding confidence in writing tasks. |
| 6. Independent learning and self-regulation Intended outcome Disadvantaged pupils become increasingly independent, self-regulated learners who can apply learning strategies confidently and persevere with challenge. | <ul style="list-style-type: none"> • Reduced reliance on adult prompting during lessons. • Improved completion and quality of independent tasks. • Increased evidence of self-monitoring and reflection in learning. • Positive attitudes to learning noted in teacher assessment and pupil voice. |

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: £7,850

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| 1. High-quality CPD, coaching and consistency in early reading and phonics (Read, Write, Inc) | EEF – Phonics (+5 months): Very extensive evidence shows systematic phonics has a strong positive impact on disadvantaged pupils. DfE Reading Framework & "Reading by Six" emphasise expert-led, consistent phonics teaching and early identification of gaps. | 2,5 |
| 2. Strengthening inclusive, adaptive teaching through coaching, modelling and team teaching (with focus on EHCP / | EEF – High-Quality Teaching for All: Adaptive teaching, scaffolding and modelling are the most impactful strategies for SEND learners. EEF – Special Educational Needs in Mainstream Schools highlights the importance of consistency and teacher expertise over withdrawal alone. | 2,6 |

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| double-disadvantaged pupils) | | |
| 3. Targeted CPD in writing stamina and maths resilience using NCETM prioritisation, Ready-to-Progress criteria and consistent progression models | EEF – Improving Mathematics and EEF – Improving Literacy in KS1/KS2 stress secure subject knowledge, structured progression and deliberate practice. NCETM Ready-to-Progress materials support gap identification and curriculum coherence, particularly for disadvantaged pupils. | 4,5,6 |
| 4. Whole-school development of Assessment for Learning (AfL): live feedback, responsive teaching and regular progress checks | EEF – Feedback (+6 months): Timely, specific feedback has a high impact on learning. EEF – Teacher Feedback to Improve Pupil Learning (2021) shows responsive teaching is particularly effective for disadvantaged pupils when embedded in daily practice. | 3,4,5,6 |
| 5. Training in emotional literacy, trauma-informed practice and teaching learning behaviours (self-regulation, resilience, independence) | EEF – Social & Emotional Learning (+4 months) and EEF – Metacognition & Self-Regulation (+7 months) demonstrate strong impact on attainment and behaviour. Trauma-informed approaches are supported by DfE mental health and behaviour guidance, particularly for pupils facing multiple barriers | 3,4,6 |

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

Budgeted cost: £3,560

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| 1. Targeted small-group interventions in reading, writing and maths (including pre-teaching and overlearning) | EEF – Small Group Tuition (+4 months): Strong evidence that well-targeted, time-limited small-group work accelerates progress for disadvantaged pupils. Effective when aligned closely with classroom teaching and delivered by trained staff. | 2,4,5 |
| 2. Personal Learning Plans (PLPs) for pupils with EHCPs and additional needs | EEF – SEN in Mainstream Schools: Personalised planning linked to high-quality classroom teaching improves access and progress for pupils with SEND. Clear targets and regular review ensure interventions remain responsive and effective. | 2,6 |
| 3. 1:1 targeted support for pupils with | EEF – One-to-One Tuition (+5 months): Evidence shows 1:1 tuition can be highly effective for pupils with significant learning | 2,4,5 |

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| significant gaps or additional needs | gaps, particularly when short-term, focused and delivered by trained adults. | |
| 4. Structured interventions to build writing stamina and maths resilience | EEF – Improving Literacy and EEF – Improving Mathematics highlight the importance of deliberate practice, scaffolding and graduated challenge to build fluency, stamina and confidence for disadvantaged learners. | 4,5 |
| 5. Regular pupil conferencing and progress review meetings | EEF – Feedback (+6 months): Pupil conferencing supports metacognition and helps pupils understand next steps. When used alongside responsive teaching, it strengthens progress—particularly for disadvantaged pupils. | 3,6 |
| 6. SENCo-led monitoring and adjustment of interventions | EEF – High-Quality Teaching for All: Ongoing monitoring ensures interventions are well-matched, high-quality and adapted to pupils' needs. SENCo oversight improves coherence between classroom practice and targeted support. | 2,6 |

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

Budgeted cost: £3,740

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| 1. Targeted attendance monitoring and early intervention | DfE – Working Together to Improve School Attendance (2022) emphasises early identification, consistent monitoring and supportive family engagement. EEF notes that improving attendance is a necessary condition for learning and progress, particularly for disadvantaged pupils. | 3 |
| 2. Pastoral support to develop attitudes to learning, resilience and self-regulation | EEF – Social & Emotional Learning (+4 months) and EEF – Metacognition & Self-Regulation (+7 months) show strong impact on behaviour, engagement and attainment. Developing learning behaviours supports persistence and independence in disadvantaged pupils. | 4,5,6 |
| 3. Trauma-informed practice and emotional literacy support | EEF – Improving Behaviour in Schools and DfE mental health guidance highlight the importance of trauma-informed approaches where pupils experience emotional vulnerability or ACEs. These approaches support readiness to learn and sustained engagement. | 3,4 |

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| 4. Enrichment, trips and curriculum enhancement to build cultural capital | EEF – Arts Participation (+3 months) and Outdoor Adventure Learning (+4 months) demonstrate positive impact on engagement, confidence and wider outcomes. DfE guidance highlights the role of enrichment in addressing disadvantage, particularly in rural contexts. | 1,6 |
| 5. Financial and practical support to ensure equity of access | DfE Pupil Premium guidance stresses the importance of removing financial barriers so that pupils can access trips, resources and experiences alongside peers. Poverty-proofing supports inclusion and participation. | 1 |
| 6. Strengthening home-school relationships and family engagement | EEF – Parental Engagement (+4 months) shows positive impact when schools offer practical guidance and build trusting relationships with families. Effective communication supports attendance, behaviour and learning outcomes. | 1,3,6 |

Total budgeted cost: £15,150

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 2024 to 2025 academic year.

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| <p>Pupil Premium funding at Thorncombe St Mary's CofE Primary School continues to be used strategically to support disadvantaged pupils to make strong progress academically, socially and emotionally. Due to the very small cohort size, outcomes are considered carefully at an individual level, allowing provision to be responsive and well matched to need. The impact of last year's expenditure is evident across the following key areas:</p> <p>Closing gaps in learning</p> <p>Targeted teaching, high-quality classroom practice and timely intervention enabled disadvantaged pupils to make good progress from their starting points. Teacher assessment data for FSM pupils shows that 100% of pupils met or exceeded their reading targets, with 85.7% working at expected standards and 14.3% above expected standards. Notably, a significant proportion of pupils were working at EXS or GDS, demonstrating that disadvantaged pupils were not only keeping up but, in many cases, achieving highly. This reflects the positive impact of focused support in reading fluency, vocabulary development and comprehension, enabling pupils to access learning confidently across the curriculum.</p> <p>Supporting pupils with additional needs</p> <p>For pupils who were both disadvantaged and had SEND, inclusive classroom practice alongside personalised support ensured continued progress. Pupils with EHCPs or</p> |
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additional needs were supported through personalised learning plans, targeted interventions and specialist programmes. Although individual pupils may have remained below age-related expectations, all pupils made progress against their personalised targets, demonstrating the effectiveness of tailored provision and a plan-do-review approach.

Improving learning behaviours

Focused work on learning behaviours supported disadvantaged pupils to develop increased independence, resilience and engagement. Pupils demonstrated greater confidence when tackling challenge, particularly in reading and classroom discussion, and showed improved perseverance with tasks. This contributed to stronger attainment outcomes and greater consistency in learning over time.

Strengthening wellbeing and emotional support

Pastoral provision, including relational support, regular check-ins and access to trusted adults, had a positive impact on pupils' wellbeing and readiness to learn. Pupils were better able to manage emotions, feel secure in school and engage positively with learning. This strong pastoral foundation supported consistent attendance and sustained engagement throughout the year.

Supporting families through Early Help

Close partnership with families, supported by SENCo involvement and Early Help processes, helped to address barriers to learning at an early stage. Improved communication and practical guidance—particularly around reading support at home—strengthened home-school relationships and contributed positively to pupil progress and confidence.

Raising aspirations and broadening experiences

Pupil Premium funding ensured that disadvantaged pupils were able to access enrichment opportunities, trips and wider school experiences without financial barriers. These experiences supported the development of vocabulary, background knowledge and confidence, contributing to the strong reading outcomes seen in the data and helping pupils to develop higher aspirations and curiosity about the wider world.

Service pupil premium funding £0

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

| Measure | Details |
|------------------------------|---------|
| No service children on roll. | |