

Edmund de Moundeford Primary School 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
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	September 2025-July 2026. Previous versions cover each year since the strategy started, and can be viewed on our website.
Date this statement was published	22.09.25
Date on which it will be reviewed	09.12.25
Statement authorised by	Full Governing Body
Pupil premium lead	Julie Lillycrop
Governor / Trustee lead	Stuart D'Costa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2025-2026 PP Total (Sept 25 - March 26) = £32,232.08 (Accurate) 2026-2027 PP Total Apr 26 - August 26) = £22,391.67 (Predicted) Full academic year Pupil Premium predicted total = £54,623.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	2025-2026 Budget total (Sept 25 - March 26) = £597,467.50 (Accurate) 2026-2027 Projected total (Apr 26 - Aug 26) = £420,365.42 (Predicted) Full academic year predicted budget = £1,017,832.92 Please note that schools do not know what they will get in their April 2026-April 2027 budget until much nearer the time.

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that **all** pupils make good progress and achieve well across all subject areas. We want all pupil to be able to soar to success.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well. We aim to support vulnerable pupils, such as those who have a social worker, too, regardless of whether they are disadvantaged or not.

Good quality teaching is the main way in which we intend to help all pupils, with a focus on areas in which disadvantaged pupils require the most support. This 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.

Our Pupil premium funds are also targeted at providing individual and group **intervention** for pupils, including non-disadvantaged pupils. Our pupil monitoring enables us to act swiftly to give children time limited targeted support for specific weaknesses, then evaluate its impact.

Challenges

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

Challenge number	Detail of challenge
1	No local nursery schools. Some FSM children have never attended a setting before coming to school.
2	Low levels of literacy and numeracy on entry, including speech which cannot be understood. A common barrier in this locality is that a significant number of children and parents do not speak in standard English, which then affects their ability to write in standard English and to pass the GPS test. This is more often the case for FSM children than non FSM children.
3	Parents who might feel apprehensive about attending parent consultations or meeting teachers to discuss their child's learning.
4	Attendance is often lower for this group of children than it is for non Pupil Premium children.

5	Children not coming to school having completed their home learning for spellings or times table learning. Lack of reading opportunities outside of school for some children.
6	Low parental expectations might hold a child back.

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
<i>Through high quality first teaching and intervention teaching further improve standards in Reading, Writing and Maths for all Pupil Premium children so end of Key Stage results meet national/beat national.</i>	<p>A) School % reaching expected end of Year 6 in all of Reading, Writing and Maths matches national, or exceeds this.</p> <p>B) School % reaching expected at the end of EYFS in all areas, especially in Reading, Writing, Numbers and Shape, Space and Measure matches national or exceeds this.</p> <p>C) School % of PP achieving greater depth/Good level of Development in both key stages matches or exceeds national.</p>
For Pupil Premium children to attain as well as non Pupil Premium children.	Gap between Pupil Premium end of key stage data and non Pupil Premium end of key stage data is same as, or less than, national gap.

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:

Budgeted cost: Please see the table with costs which is at the end of the Targeted Academic Support section as the Pupil Premium funding pays for Teaching Assistants to deliver both teaching and targeted academic support daily. Teachers' pay comes from our main budget.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: Consistent standards of teaching (Good +) across all teaching staff, regardless of amount of experience so that attainment and progress are raised.</p> <p>This is to be achieved through our curriculum offer, and through adapting our teaching.</p> <p>Teacher release time, for subject leaders, is given to monitor standards and offer support to other staff</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p><u>Maths</u></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p><u>English</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual and group interventions/activities which we can choose from to improve English skills include:</p> <p>Speech therapy, communication interventions, hearing children read 1:1, writing practice 1:1 or</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2, 5

<p>in small groups, letter formation practice, spellings practice, writing sentences, editing work.</p> <p>We can also choose from intervention programmes, for example: Precision Teaching (for spelling), Beat Dyslexia (for spelling, Spelling made easy (for spelling), Pixl (reading).</p> <p>The SENDCO monitors standards of interventions.</p>	<p><u>tion-evidence/teaching-learning-toolkit/reading-comprehension-strategies</u></p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	
<p>Individual and group interventions/activities which we can choose from to improve Maths skills include: Pre teaching and revision in small groups or 1:1 e.g place value, calculations, times tables practice, number formation practice.</p> <p>We can also choose from these intervention programmes, for example: Power of 1/Power of 2, Max's Marvellous Maths, Pixl.</p> <p>The SENDCO monitors standards of interventions</p>		2,5

The cost of the teaching Assistants to deliver both teaching and targeted academic support daily is:

Staff	Autumn 25	Spring 2026	Summer 2026 (predicted)
TA 1	£5,181.35	£3,832.78	£4,471.57
TA 2	£5,181.35	£3,832.78	£4,471.57
TA 3	£4,276.31	£3,163.30	£3,690.51
TA 4	£5,298.25	£3,919.25	£4,572.46
TA 5	£5,298.25	£3,919.25	£4,572.46
TA 6	£5,298.25	£3,919.25	£4,572.46

Total	£30,533.76	£22,586.61	£26,351.03
Year total	£79,471.40		

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

Budgeted cost: £0 from Pupil Premium budget. Office staff/Deputy Head/Head/Teacher wages come from main budget. It is not possible to cost out the time spend specifically on this area.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Working with families, e.g. EHAPs, signposting, attendance meetings, reading cafes, maths cafes - this comes from our main budget but is often more relevant to PP families than non PP families.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3, 4, 5, 6

Total budgeted cost: £79,471.40

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2025 there was one EYFS Pupil Premium child, who met expected in 5 out of 16 areas. This was assessed by the teacher and the teaching assistants linked to this class, and moderated by the Headteacher using ELG exemplars. As there was only one child this cannot really be commented upon in terms of being successful or not.

In 2025 there were 3 Key Stage 2 pupils, who achieved 33% expected in all areas. 2 out of the 3 pupils were on the SEND register, the other child met expected in everything.

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
NA	

Service pupil premium funding (optional)

*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***

NA

The impact of that spending on service pupil premium eligible pupils