Pupil premium strategy statement – North Molton Primary School

This statement details our school's use of pupil premium (and recovery premium) 2026-2029 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	101
Proportion (%) of pupil premium eligible pupils	24.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 Years (2026-27, 2027-28, 2028-29)
Date this statement was published	30/12/26
Date on which it will be reviewed	30/12/27
Statement authorised by	Phil Lewis
Pupil premium lead	Phil Lewis
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,900
Pupil premium carried forward from previous year	£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*	£44,900

Part A: Pupil premium strategy plan

Statement of intent

At **North Molton Primary School**, we are committed to ensuring that every child, regardless of their background or circumstances, has the opportunity to thrive academically, socially and emotionally. We recognise that pupils eligible for Pupil Premium funding may face a range of barriers that can impact their attainment, engagement and long-term outcomes. Our strategy is therefore carefully designed to identify and address these barriers, enabling all pupils to achieve their full potential.

Through ongoing analysis of attainment data, assessment information, pupil voice and professional observations, we have identified that **speech, language and communication needs (SLCN)** represent the most significant barrier to learning for many of our disadvantaged pupils. This is particularly evident on entry to the Early Years Foundation Stage, where a high proportion of children demonstrate delayed language development, limited vocabulary and weaker communication skills compared to age-related expectations.

We recognise that language is the foundation upon which learning is built. Difficulties with speech, language and communication can impact pupils' ability to access the wider curriculum, develop reading comprehension, express their understanding through writing and engage successfully in mathematical reasoning and problem-solving. These challenges can become increasingly significant as pupils progress through school if they are not addressed effectively and at the earliest opportunity.

In response to these identified needs, our Pupil Premium Strategy prioritises the development of oral language, vocabulary acquisition, reading and writing attainment, whilst also ensuring that pupils' social, emotional and wellbeing needs are met. Our approach is built around three interconnected strands: high-quality teaching, targeted academic support and wider strategies that remove barriers to learning.

High-Quality Teaching

At the heart of our strategy is a commitment to delivering consistently high-quality teaching for all pupils. We recognise that evidence-informed classroom practice has the greatest impact on improving outcomes for disadvantaged learners. We therefore invest significantly in professional development, curriculum design and high-quality teaching resources to ensure that all staff have the knowledge and skills required to meet the needs of our pupils.

Our approach includes:

- A whole-school focus on developing pupils' vocabulary, oracy and language acquisition across the curriculum.
- Ongoing professional development to strengthen teaching practice in reading, writing and mathematics.
- Investment in high-quality reading resources, including carefully selected whole-class texts that promote reading fluency, comprehension and reading for pleasure.
- Collaborative professional development opportunities, including coaching, peer observations and engagement with high-performing schools.
- The use of Speech and Language Link assessments to identify language needs early and ensure timely intervention.
- Continued investment in high-quality curriculum resources, including the White Rose Mathematics scheme, to support coherent and progressive learning experiences.
- A commitment to adaptive teaching that enables all pupils, particularly disadvantaged pupils, to fully access the curriculum and achieve sustained progress.

Targeted Academic Support

Alongside high-quality classroom provision, we provide evidence-informed interventions for pupils requiring additional support to accelerate progress and close attainment gaps.

Our targeted support includes:

- Individual and small-group reading tuition delivered by a Specialist Literacy Teacher.
- Targeted literacy interventions designed to improve reading accuracy, fluency and comprehension.

- Small-group mathematics interventions to strengthen foundational knowledge and mathematical understanding.
- Structured speech and language programmes, including NELI and Talk Boost, delivered by trained staff in EYFS and Key Stage 1.
- Additional one-to-one and small-group reading support delivered by trained teaching assistants.
- Early identification and intervention for pupils with emerging language and communication needs, ensuring barriers are addressed before they become entrenched.

Wider Strategies

We recognise that academic success is closely linked to pupils' wellbeing, attendance and access to enriching experiences. Consequently, our wider strategies aim to remove non-academic barriers that may limit engagement with learning.

These include:

- Providing targeted support for families to enable all pupils to participate fully in educational visits, residential experiences and enrichment opportunities.
- Employing an Early Help Lead to work proactively with families and coordinate support from external agencies where required.
- Offering access to Breakfast Club for vulnerable and disadvantaged pupils to ensure a positive start to the school day and readiness to learn.
- Providing structured morning nurture and settling sessions for pupils experiencing anxiety, emotional needs or difficulties with school attendance.
- Deploying teaching assistant support strategically to enable pupils to access learning, develop independence and participate fully in classroom activities.
- Working in partnership with families to promote positive attendance, engagement and learning behaviours.

Through this carefully considered and evidence-informed approach, North Molton Primary School seeks not only to diminish the attainment gap between disadvantaged pupils and their peers, but also to ensure that every child develops the language, knowledge, confidence and aspirations required to succeed both in school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	**Disadvantaged outcomes at KS2 are inconsistent and gaps have widened** KS2 outcomes show a mixed picture. **Writing** • Writing is consistently the weakest KS2 area. • Disadvantaged attainment fell from **57%** to **40%**. • The gap widened from **17 percentage points** in 2024/25 to **10 percentage points** in 2025/26, although overall attainment also declined significantly. Writing appears to be the most significant attainment weakness at KS2 and is likely restricting combined outcomes.
2	**Early language and communication development appears to be a major concern** EYFS outcomes indicate substantial underachievement among disadvantaged children.

	• In 2024/25, only **20%** of disadvantaged children achieved a Good Level of Development (GLD) compared with **67%** overall. • In 2025/26, disadvantaged GLD fell further to **0%** compared with **73%** overall. Although cohort sizes are small, the gap is extremely large and cannot be ignored. Disadvantaged children are entering Year 1 without the foundational language, communication, social and early literacy skills required for future success.
3	**Disadvantaged outcomes at KS2 are inconsistent and gaps have widened** KS2 outcomes show a mixed picture. **Mathematics** • Disadvantaged pupils performed strongly in 2024/25 (**86%**) but fell to **60%** in 2025/26. **Mathematical fluency is improving but gaps remain** Multiplication Check outcomes have improved. • Disadvantaged pupils increased from **11.5** to **18**. • However, a gap remains compared with all pupils (**20.8**).
4	**Attendance has become a significant barrier for disadvantaged pupils** The most concerning trend is the widening attendance gap between disadvantaged pupils and their peers. • In 2024/25, overall attendance was **94.3%** compared with **93.8%** for disadvantaged pupils, a gap of just **0.5 percentage points**. • In 2025/26, overall attendance declined to **93.2%**, while disadvantaged attendance fell more sharply to **89.8%**, creating a gap of **3.4 percentage points**. Attendance is becoming an increasingly significant factor affecting disadvantaged pupils' outcomes. Attendance below 90% places many pupils at risk of persistent absence and significantly reduces access to high-quality teaching and curriculum opportunities.

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
By July 2029, all staff will demonstrate confidence and accuracy in identifying pupils with gaps in foundational knowledge and those experiencing specific difficulties in writing. Through robust assessment practices and targeted diagnostic approaches, pupils' needs will be identified early and appropriate evidence-informed interventions will be implemented, enabling them to successfully address gaps in learning, strengthen core literacy skills and make sustained progress towards age-related expectations.	• All teaching staff demonstrate confidence in identifying gaps in pupils' foundational knowledge through ongoing formative and diagnostic assessment. • Staff accurately identify disadvantaged pupils who have specific barriers to success in writing and can articulate these barriers using assessment evidence. • Targeted interventions are planned and delivered in response to identified needs, with participation and impact monitored regularly. • Pupil Progress Meetings demonstrate that assessment information is being used effectively to identify knowledge gaps and inform support strategies. • The proportion of disadvantaged pupils working below age-related expectations in writing decreases over the three-year strategy period.

	• Disadvantaged pupils receiving targeted support demonstrate accelerated progress in identified areas of need, particularly in writing and related foundational skills. • Book scrutiny, learning walks and pupil discussions show that identified gaps are informing classroom teaching and intervention planning. • The attainment gap in writing between disadvantaged pupils and their peers narrows across all key stages.
By July 2029, disadvantaged pupils will demonstrate a broader and more sophisticated vocabulary and an improved understanding of language across the curriculum. Through high-quality teaching, explicit vocabulary instruction and a language-rich learning environment, pupils will develop the confidence and independence to infer, interpret and determine the meaning of unfamiliar words, enabling them to access learning more successfully and achieve improved outcomes in reading, writing and across the wider curriculum.	• Children leave EYFS with greater GLD and particularly in communication and language. • Teachers explicitly teach and revisit tiered vocabulary across all curriculum subjects, with vocabulary progression evident in planning, teaching and learning. • Disadvantaged pupils demonstrate increased use of ambitious and subject-specific vocabulary in their spoken language and written work. • Pupils confidently use a range of strategies to determine the meaning of unfamiliar words, including contextual clues, morphology (prefixes, suffixes and root words), synonyms and dictionaries. • Classroom observations, book scrutiny and pupil voice activities show that vocabulary instruction is consistently embedded across the curriculum. • Assessment information demonstrates that disadvantaged pupils' vocabulary knowledge and language comprehension improve over time. • Pupils are increasingly able to explain the meaning of unfamiliar words independently and apply newly acquired vocabulary accurately in different contexts. • Reading comprehension outcomes for disadvantaged pupils improve, particularly in questions requiring vocabulary knowledge, inference and interpretation. • Staff demonstrate confidence in the explicit teaching and assessment of vocabulary development and language comprehension. • The proportion of disadvantaged pupils achieving age-related expectations in reading and writing increases year-on-year. • The attainment gap between disadvantaged pupils and their peers in reading and writing narrows over the duration of the strategy.
By July 2029, the attainment gap in mathematics between disadvantaged pupils and their peers will be significantly reduced through the consistent development of mathematical fluency, automaticity and number sense. Disadvantaged pupils will demonstrate increased confidence and accuracy in recalling and applying key mathematical facts and procedures, enabling them to access age-related learning successfully and achieve outcomes that are increasingly in line with, or above, those of their peers.	• Teachers consistently prioritise the development of mathematical fluency and automaticity through high-quality daily mathematics teaching and retrieval practice. • Disadvantaged pupils demonstrate increased accuracy and speed in recalling and applying key number facts, including addition and subtraction facts, multiplication tables and related division facts. • Assessment information shows that disadvantaged pupils are making sustained progress in fluency, calculation and number sense across all year groups. • Pupils confidently apply their mathematical knowledge and recall skills when solving increasingly complex problems and reasoning tasks. • Lesson observations, book scrutiny and pupil discussions show that disadvantaged pupils are increasingly confident and resilient when tackling mathematical tasks.

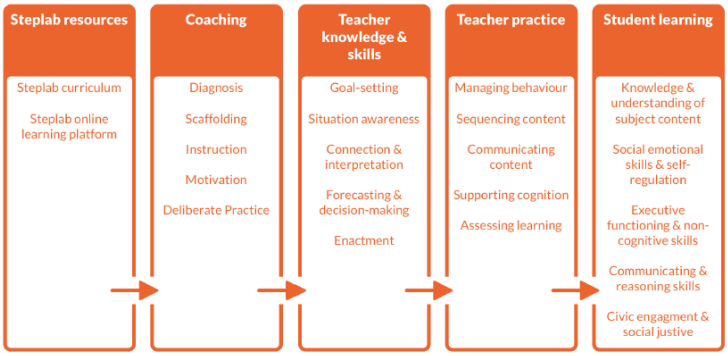
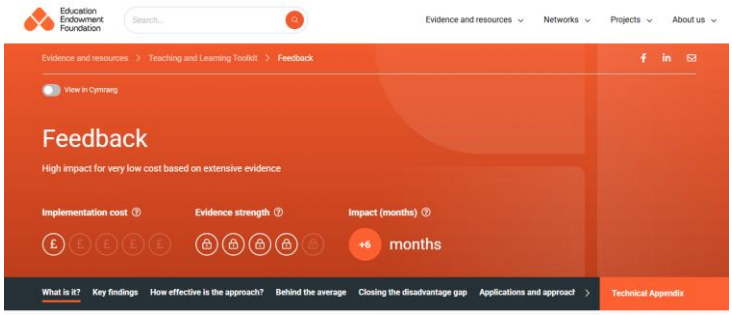
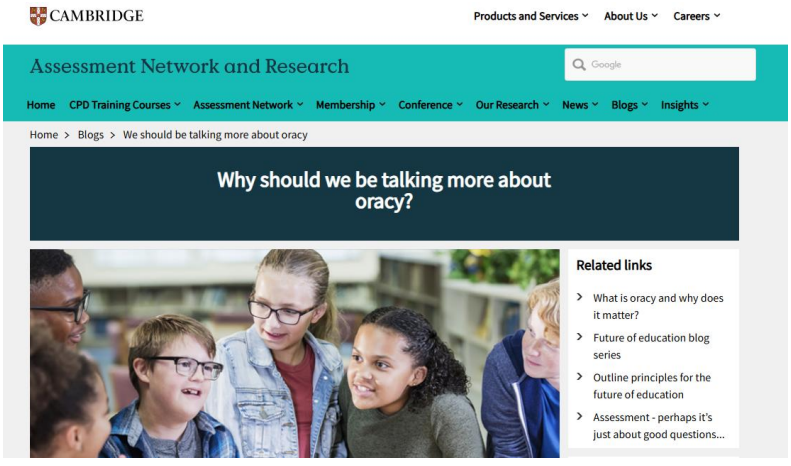
Link to the Maths Improvement Plan	• Interventions for disadvantaged pupils are precisely targeted, regularly reviewed and demonstrate measurable impact on mathematical outcomes. • Staff demonstrate strong subject knowledge and confidence in teaching mathematical fluency, automaticity and number sense. • Disadvantaged pupils achieve increasingly positive outcomes in statutory and internal assessments, particularly in areas linked to fluency and calculation. • Pupils who have previously struggled with basic number knowledge demonstrate improved confidence, participation and independence during mathematics lessons.
By July 2029, the attendance gap between disadvantaged pupils and their peers will be significantly reduced, with disadvantaged pupils demonstrating sustained improvements in attendance and engagement. The proportion of disadvantaged pupils who are persistently absent will decrease as a result of effective whole-school systems, targeted support and strong partnerships with families, enabling pupils to access learning consistently and achieve improved academic outcomes. **Link to the Attendance Improvement Plan**	• The attendance of disadvantaged pupils improves year-on-year and moves closer to that of their non-disadvantaged peers. • The attendance gap between disadvantaged pupils and their peers decreases and is below the school's 2026 baseline. • The proportion of disadvantaged pupils who are persistently absent reduces. • Targeted attendance support is implemented promptly for disadvantaged pupils whose attendance falls below agreed thresholds. • Attendance data is reviewed regularly by leaders, with swift intervention and support provided where concerns are identified. • Strong partnerships are established with families of disadvantaged pupils, resulting in improved engagement and attendance outcomes. • Disadvantaged pupils report feeling safe, supported and motivated to attend school regularly. • Pupil voice, learning walks and attendance case studies demonstrate improved engagement and participation in school life among disadvantaged pupils. • Teachers and leaders consistently promote high expectations for attendance and effectively identify and address barriers to regular school attendance. • Improved attendance contributes to stronger academic outcomes for disadvantaged pupils across the curriculum.

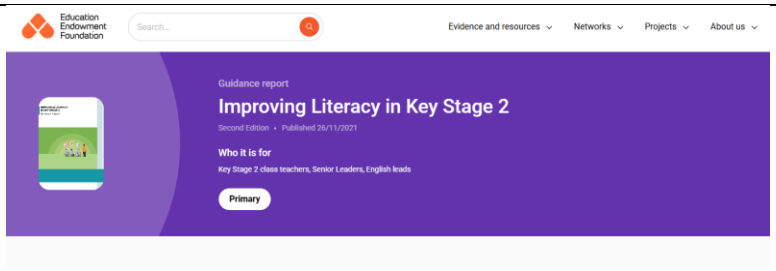
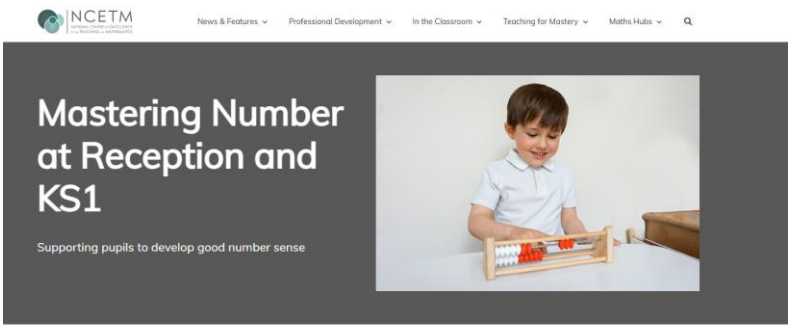
Activity in this academic year

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)

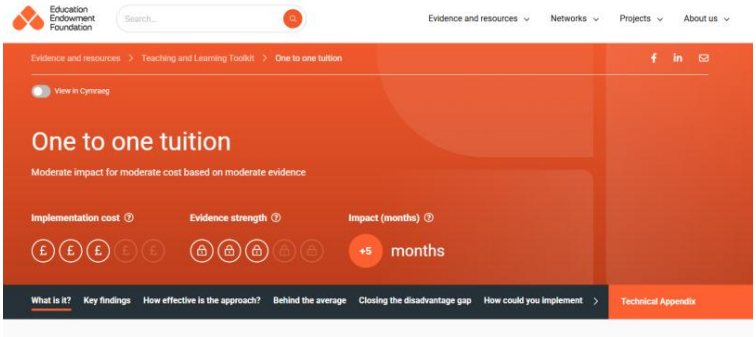
Budgeted cost: £ 3,500

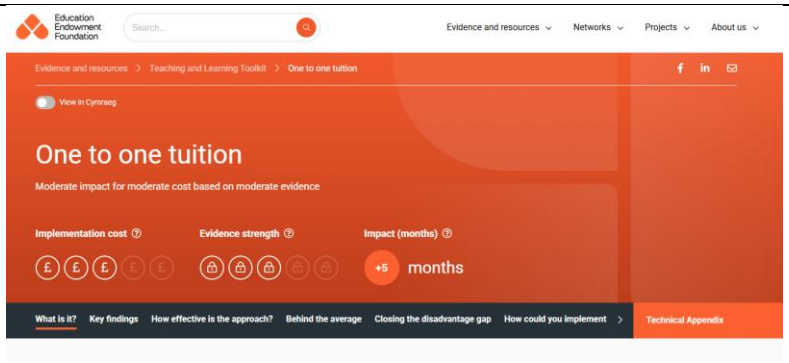
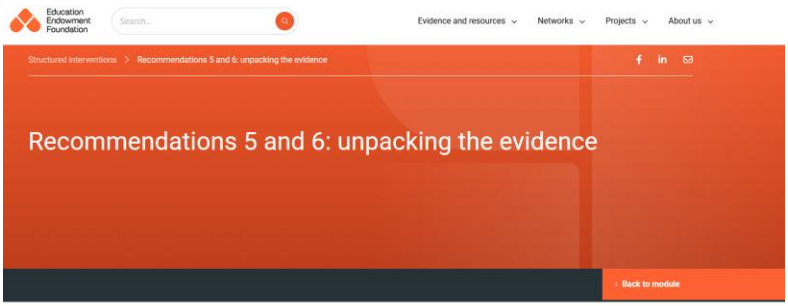
Activity	Evidence that supports this approach	Challenge number(s) addressed
Steplab: use of the platform to deliver effective professional development to teachers using instructional coaching to improve	Whitepaper Evidence and Rational Behind Steplab  **Figure 4.** *Steplab's theory of change.*	
Feedback: to refocus a pupil's attention to achieve their next step or goal.	EEF Guide to Feedback 	
Annual Licence fee for Speech Link and Language link assessment software Improve Quality first teaching Plymouth Oracy Project	Cambridge Assessment Network and Research  Accurate assessment of pupil need allows us to target support more effectively and to create programmes of support that are specific to the child's needs.	
Implementation of writing resources for 'The Write Stuff' to support teacher's	Improving Literacy in KS2	

planning and to provide CPD.	 This programme is composed of sequenced small steps which support the teaching and learning of the writing process through modelling and supported composition.	
Implementation of fluency program linked to whole school maths approach.	NCTEM Mastering Number 	

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

Budgeted cost: £23,400

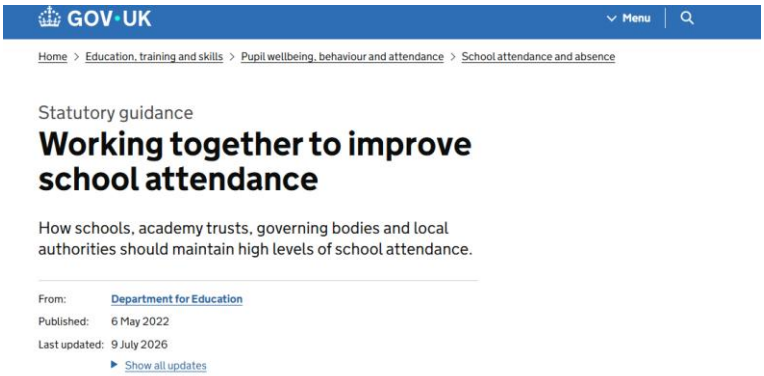
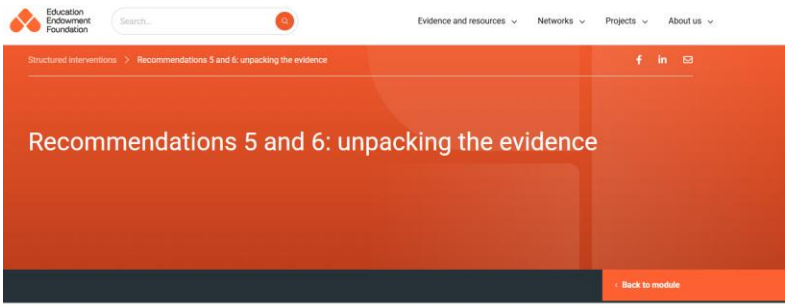
Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring for children who need additional support in reading working with a Specialist Literacy Teacher	One to one tuition 	
1:1 tutoring and / or small group tutoring with an intervention teacher	One to one tuition	

		
Targeted maths intervention lead by TA	Maths interventions  This intervention has structured resources (including video), lesson plans and assessments.	
TAs providing speech and language intervention in EYFS and KS1 (Talk Boost and NELI)	Early Language Interventions  Small group language intervention for EY and KS1	

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Help Lead to support families to access support from different agencies.	Many more families are experiencing challenges within our community and seeking support. A dedicated Early Help Lead enables the school to support families at an early stage to seek and get any support that is available.	

Working alongside the Inclusion support to ensure attendance procedures and policy are embedding principles of good practice set out in the DFE Working together to improve school attendance.	[Working together to improve school attendance 2026] 	
Support to help children access learning	[Access to learning] 	
Supporting families to access trips, experiences and residential visits.	[The EEF guide to pupil premium]  The school will support families whose children are pupil premium to access trips, experiences and residential visits by subsidising the cost of events. This may also include subsidising the cost of music tuition as well.	
Access to Breakfast Club as needed	Access to Breakfast and a positive start to the day can be provided as needed for families in specific circumstances.	4

Total budgeted cost: £ 44,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Current Context

As this strategy represents a new three-year plan, a thorough review of disadvantaged pupils' attainment, progress and wider outcomes over the previous two academic years has been undertaken. This analysis has been considered alongside a detailed evaluation of individual pupils' barriers to learning, enabling the school to identify key priorities and target resources effectively. The evidence presented below has informed the development of a strategic, evidence-based three-year Pupil Premium Strategy designed to improve outcomes and ensure that all disadvantaged pupils are able to thrive academically, socially and emotionally.

KS2 Outcomes

Year	Reading		Writing		Maths		Combined	
	All	*PP*	*All*	*PP*	*All*	*PP*	*All*	*PP*
25/26 *(12)*	67%	60%*(5)*	50%	40%*(5)*	67%	60%*(5)*	42%	40%*(5)*
24/25 *(23)*	83%	86%*(7)*	74%	57%*(7)*	78%	86%*(7)*	65%	57%*(7)*

EYFS Outcomes

Year	GLD	
	All	*PP*
25/26 *(15)*	73%	0% *(2)*
24/25 *(15)*	67%	20% *(5)*

Phonic Screening Outcomes

Year	Result	
	All	*PP*
25/26 *(14)*	86%	100% *(5)*
24/25 *(15)*	73%	80% *(5)*

Multiplication Check Outcomes

Year	Result	
	All	*PP*
25/26 *(17)*	20.8	18 *(3)*
24/25 *(11)*	16.8	11.5 *(2)*

Attendance

Year	Attendance	
	All	*PP*
25/26	93.2%	89.8%
24/25	94.3%	93.8%

What is the data telling us?

1. Attendance has become a significant barrier for disadvantaged pupils

The most concerning trend is the widening attendance gap between disadvantaged pupils and their peers.

- In 2024/25, overall attendance was **94.3%** compared with **93.8%** for disadvantaged pupils, a gap of just **0.5 percentage points**.
- In 2025/26, overall attendance declined to **93.2%**, while disadvantaged attendance fell more sharply to **89.8%**, creating a gap of **3.4 percentage points**.

Attendance is becoming an increasingly significant factor affecting disadvantaged pupils' outcomes. Attendance below 90% places many pupils at risk of persistent absence and significantly reduces access to high-quality teaching and curriculum opportunities.

2. Disadvantaged outcomes at KS2 are inconsistent and gaps have widened

KS2 outcomes show a mixed picture.

Reading

- In 2024/25, disadvantaged pupils outperformed their peers (**86% PP vs 83% all pupils**).
- In 2025/26, outcomes fell to **60%** for disadvantaged pupils compared with **67%** overall.

Writing

- Writing is consistently the weakest KS2 area.
- Disadvantaged attainment fell from **57%** to **40%**.
- The gap widened from **17 percentage points** in 2024/25 to **10 percentage points** in 2025/26, although overall attainment also declined significantly.

Mathematics

- Disadvantaged pupils performed strongly in 2024/25 (**86%**) but fell to **60%** in 2025/26.

Combined Reading, Writing and Maths

- Disadvantaged combined outcomes remained low:
    - **57%** in 2024/25
    - **40%** in 2025/26

3. Early language and communication development appears to be a major concern

EYFS outcomes indicate substantial underachievement among disadvantaged children.

- In 2024/25, only **20%** of disadvantaged children achieved a Good Level of Development (GLD) compared with **67%** overall.
- In 2025/26, disadvantaged GLD fell further to **0%** compared with **73%** overall.

Although cohort sizes are small, the gap is extremely large and cannot be ignored.

This suggests disadvantaged children are entering Year 1 without the foundational language, communication, social and early literacy skills required for future success.

4. Early reading appears to be a relative strength

Phonics outcomes are encouraging.

- Disadvantaged pupils achieved **80%** in 2024/25 compared with **73%** overall.
- In 2025/26, **100%** of disadvantaged pupils met the expected standard compared with **86%** overall.

This suggests the school's phonics provision is having a positive impact on disadvantaged learners.

5. Mathematical fluency is improving but gaps remain

Multiplication Check outcomes have improved.

- Disadvantaged pupils increased from **11.5** to **18**.
- However, a gap remains compared with all pupils (**20.8**).

Current approaches are having an impact but further work on automaticity and fluency would be beneficial.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

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**
The impact of that spending on service pupil premium eligible pupils