

# Pupil premium strategy statement – Chulmleigh Community College

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	737
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2026-2029
Date this statement was published	May 2026
Date on which it will be reviewed	June 2027
Statement authorised by	Neil Payne, Executive Headteacher
Pupil premium lead	Emma Philpott, Senior Teacher
Governor / Trustee lead	Steve Baber, Chair of Directors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,115
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£191,115

# Part A: Pupil premium strategy plan

## Statement of intent

All pupils, irrespective of their background or the challenges they face, should make good progress and achieve highly across the curriculum. This includes ensuring they have equal access to all aspects of the curriculum, and achieve the outcomes that they need to progress to the next stage of their education. The focus of our strategy is to support all disadvantaged pupils including those who are already high attainers.

High quality teaching is at the heart of our approach because evidence shows that this is the aspect which will make the highest impact on closing the attainment gap. Not all pupils who are disadvantaged require the same level of support, and our approach considers this, using time and funding to the best possible effect. The activities we outline in this statement are intended to support all the pupils at Chulmleigh Community College, whether they are disadvantaged or not. All teachers will work to ensure that we remove as many barriers as possible for disadvantaged pupils whether they are vulnerable pupils, young carers, have been looked after as well as pupils who have a social worker. To ensure these activities are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified, particularly with regard to attendance and independent study skills
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our approach is rooted in our school values of compassion, ambition and teamwork.

## Challenges

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

Challenge number	Detail of challenge
1	Outcomes data show that overall attainment and progress for disadvantaged students at the end of KS4 is lower than for their peers (although still above national levels).

	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
2	Discussion with disadvantaged pupils and their families demonstrate that they lack access to high quality revision materials and opportunities.
3	Data, observations and evidence from school measures have identified social and emotional elements such as anxiety, low mood, friendship issues and Emotionally Based School Avoidance (EBSA) as problems which disproportionately affect disadvantaged pupils. Additional support with social and emotional needs is provided through: small group interventions, home visits, referrals to the school nurse and community mentors.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils is 6.75% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Observation and discussions with disadvantaged pupils show that some of them do not have intrinsic motivation to succeed and do not have a parent or carer who can provide mentoring or support to find this motivation.

## 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
Improved reading comprehension amongst disadvantaged pupils in KS3	By the end of our current plan in 2025-6, reading comprehension tests in years 7 - 10 will demonstrate improved comprehension skills amongst disadvantaged pupils and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.
Improved access to revision materials and support for disadvantaged pupils	By the end of our current plan in 2025-6, disadvantaged pupils and families will report that they have access to the support materials and tuition provision that they need to help them succeed. This will be shown in outcomes.
Improved motivation and access to support and advice for disadvantaged pupils	By the end of our current plan in 2025-6, disadvantaged pupils have a greater access to individual mentoring and advice. Qualitative data from surveys

	shows that pupils value this mentoring and support. Increased participation in enrichment activities will be evident in the enrichment week designed for 2026.
Improved attendance for disadvantaged pupils	By the end of our current plan in 2025-26, attendance for disadvantaged pupils will be closer to the whole school figures, with the gap reduced to less than three percentage points.

## 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: £111,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Each year group has an extra teacher allocated which results in smaller class sizes. Most of our teachers are UPS3. All teachers promote the value of reading and the school funds two literacy co-ordinator roles who design initiatives.</i>	Evidence shows that reaching and maintaining high-quality teaching maximises learning and should be central to development planning.	1, 5
<i>Use the Accelerated Reader programme for all students in years 7 and 8 to support vocabulary development and reading fluency. The school funds two TLRs for literacy co-ordinator roles to monitor the impact for disadvantaged pupils.</i>	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment.	1,5

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

Budgeted cost: £39,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide additional staff in English and Maths to support one-to-one and small group interventions for targeted pupils.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1
<i>Many lower attaining pupils lack metacognitive/heuristic scaffolding strategies when faced with Challenging tasks. Individuals struggling with independent study skills will be supported in small groups as needed.</i>	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners and create new learning habits for future life skills.	5

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

Budgeted cost: £41,005

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Study provision consisting of supervised study areas after school will be open to all pupils; in addition, lunchtime provision with subject support from SLT and HoDs will be available to Key Stage 4 pupils and selected pupils in Key Stage 3.</i>	The EEF toolkit suggests that extending school time can be beneficial.	2,5

<i>Revision books and materials provided for disadvantaged pupils to use for their GCSE courses.</i>	Our own work with pupils suggests that providing these materials increases engagement and motivation.	2,5
<i>Set aside money to support disadvantaged pupils to access social and cultural trips and visits and music lessons through subsidies and grants.</i>	Work with our pupils suggests that providing equal opportunities supports them with their development and outcomes. The EEF toolkit suggest Arts Participation has high impact.	3
<i>Employment of the full time Attendance Officer to focus on improving attendance of disadvantaged pupils.</i>	Evidence from the DfE suggests this approach to improving school attendance is effective	4

**Total budgeted cost: £191,115**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*The Attainment 8 data for the last 3 years shows that we have positive outcomes for our disadvantaged pupils in comparison to the national figures for disadvantaged pupils. However, we continue to strive to close any gap between our disadvantaged pupils and all non-disadvantaged pupils.*

*Regular data drops are reviewed to monitor the progress of pupils as a whole cohort but also to review the different vulnerable groups. These highlight those pupils who are above, on track or below target in their subjects. This enables both academic and pastoral interventions to be put in place in a timely manner.*

*Attendance in 2024-25 has remained stable after significant work was undertaken to close the attendance gap, including deploying an Attendance Officer, conducting more home visits and designing tailored support packages. Our analysis demonstrates that student behaviour and wellbeing are good; strategic, bespoke interventions sustain the success of this aspect of our work.*

*Whilst Chulmleigh has always subsidised music and Lamda lessons as well as promoting varied extra-curricular activities and wider leadership opportunities, this has not always been tracked consistently in order to measure engagement from different vulnerable groups. This will be monitored more effectively in the year 2026/7.*

### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Drama intervention	LAMDA
Careers Mentoring	Careers South West
Social Prescribing	NHS
School Nurse	NHS
SPARX	SPARX
Accelerated Reader	Accelerated Reader
Community Mentors	Organised by the local Church

