Pupil premium strategy statement – Colyton Primary Academy 2024-2027 – 2026-2027

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	162
Proportion (%) of pupil premium eligible pupils	24% (National 25%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	
Pupil premium lead	Aerfen Mills
Governor / Trustee lead	Dr. Carolyn Bromfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£**56,876**
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*	**£56,876**

Part A: Pupil premium strategy plan

Statement of intent

Colyton Primary Academy is an inclusive school where all children meet the high expectations set for them. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils as well as those families who are under-resourced to achieve that goal; including progress for those who are already high attainers.

The school is passionate about expanding the horizons for all pupils and ensuring they are well prepared for their next steps in education and life. Children learn about the skills they need to be successful in employment as well as in academia. Our staff have a deeper understanding of this and are committed to improving the outcomes of all children but especially disadvantaged ones.

We will consider the challenges faced by vulnerable pupils at our school, and specifically explore their needs so that we can better adapt our teaching in order for them to be successful, now and in the future. The activity we have outlined in this statement is also intended to support the needs of all pupils, regardless of whether they are disadvantaged or not.

We recognise that some of our disadvantaged students may be working at a lower attainment than other children and this can impact on their long-term goals – this does not define them. It is our aim for all our children to make progress and enjoy the journey of education.

Main Barriers to educational achievement for a number of our pupils at Colyton are reflective of all schools and the population of East Devon and the South West.

These encompass a whole range of factors including:

• socio- economic background (low-income average, high unemployment and low access to health provision)

• irregularity of home routines which in turn lead to behavioural difficulties, parental presence and stability and low attendance

• speech and language difficulties experienced by pupils on entry, including those who have English as an additional language (both on entry and throughout school career)

• physical and emotional needs and barriers

• low aspiration for future lives

Quality-first teaching is therefore at the heart of our approach, 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 curriculum is designed with care and regularly monitored and developed so that it inspires and challenges all children to achieve well and to make progress from their starting points. It is designed to help children make good links in their learning and uses a range of strategies to aid their recall of learning. Disadvantaged children at Colyton have equitable access to this curriculum.

The Pupil Premium grant is just one part of our strategy to tackle educational disadvantage. Our interactions and our dedication to a relational and restorative approach to supporting our children and their families is integral to our school. The positive and long-lasting relationship with our families starts before they start at school, which is the foundation for the trusting relationship we strive to build. Building meaningful relationships with children will enable them to develop better self-esteem and self-regulation and this helps them to make progress. We use our parent support worker and work with members of our community to 'poverty proof' our school day.

At Colyton we believe it is vital for our children to be able to communicate effectively. We aim for our children to develop a greater depth of oracy confidence and for children to access the language of reasoning and debate. We want our students to have a love of language.

Using robust diagnostic assessments, detailed barrier analysis and monitoring we ensure that children at Colyton receive support at a universal level, targeted level and specific level. These approaches will ensure that pupils excel. It is our aim that all students at Colyton develop a life-long ability to learn and to apply skills developed at school to other situations. This is particularly evident through our 'Habits of Mind'.

Our school is driven by a deep desire to ensure that all students, irrespective of their starting points, are able to be successful learners, confident individuals and responsible citizens both within the school environment and the wider community.

Challenges

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

Challenge number	Detail of challenge
1	**Socio-economic Backgrounds:** Social and economic inequalities have important and long-lasting effects on children's cognitive and socio-emotional development as well as on educational outcomes (Grantham-McGregor et al., 2007; Shonkoff and Garner, 2012). Our aim is to close the gap in attainment between advantaged and disadvantaged children. We aim to ensure that in reading, writing and maths, our disadvantaged children close the gap and do as well in their attainment and progress at the end of EYFS, KS1 and KS2 as their non-disadvantaged peers, in school and nationally. Where there is a significant SEND need that may prevent this we aim for our children to make exceptional progress from their starting points.
2	**Under developed oral language skills and vocabulary gaps:**

	Developing language skills on entry to support positive outcomes in early reading. Research shows that children with identified S&L needs are six times more likely to be behind in English and eleven times more likely to be behind in Maths at 11 years-old with only 14% gaining a 9-5 pass at GCSE in English and Maths. From on entry data and language/speech link assessments we know that year on year children have both need in language understanding and speech development needs.
3	**Self-regulation & Self-esteem:** Through assessments, observations and monitoring as well as the use of the Graduated Response tool we recognise that 40% of our disadvantaged learners also have identified SEND needs or ACEs and combined this impacts on the skills of being a self-regulated learner and affects their self-esteem. This can negatively impact their development as learners and inhibits them achieving those higher levels.
4	**Continuing to develop positive community and parental relationships, including around attendance** Observations and discussions with families have shown that SEMH issues for parents and families have increased. Monitoring of attendance has shown that persistent absence for disadvantaged, SEND and children identified as bottom 20% is higher than their peers. Both of these combined has a negative impact on the progress of disadvantages children.
5	**Aspiration is low or limited** : By aspirations, we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes at Colyton, all staff should aim to communicate a belief in the academic potential of all pupils. The EEF states that most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves. We aim to ensure our disadvantaged children are taught a broad curriculum, with enhanced enrichment.

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

Challenge 1: **Socio-economic Backgrounds:** There will be a narrowed gap in attainment and progress between our PP children and their non-PP peers, in school and nationally.	- PP pupils will reach the expected standard for their year group in reading, writing and maths. - PP pupils in the EYFS will reach a Good Level of Development. - PP pupils in Year 1 will pass their phonic screening. - PP pupils in Year 4 will pass their Multiplication Check. - Scaled scores of SATs in Years 2 and 6 will be in line with their non-PP peers. - Targets set are ambitious and staff ensure there is rigour throughout the whole curriculum. -Regular assessment of pupil's knowledge and attainment are carried out to identify any areas for intervention. Interventions are personalised to the pupils' needs and are swiftly implemented to ensure all pupil's make the progress expected of them. - Teachers and Teaching Assistants receive high quality CPD, coaching and mentoring to deliver successful intervention programmes alongside quality first teaching. - Pupils are encouraged to become confident, independent learners to develop the skills essential to achieve year group expectations.
Challenge 2: **Under developed oral language skills and vocabulary gaps:** Children, but especially those who are disadvantaged, will make rapid progress in speech and language ability. Children with identified poor language and oral skills on entry rapidly close the gap by the end of KS1. This will ensure all children are fluent readers with excellent comprehension skills.	- Children will make progress from starting points (Language Link assessments) - Phonics reading scores will be at or above national at end of year 1 - Social skills linked to language development will show improvement - An increased number of children will be ARE in writing by the end of their KS - Interventions that support the development of S&L needs are prioritised, consistent, rigorous and of the highest quality
Challenge 3: **Self-regulation & Self-esteem:** To ensure our disadvantaged pupils have their social, emotional, physical and mental needs met and can achieve their best at all times.	- PP pupils will have their social, emotional and mental health needs met. - They will have reduced barriers to learning.

	- Pupils develop and maintain healthy peer networks through the wider opportunities provided. The use of Class Ambassadors, Mental Health Buddies, School Council, Play leaders, Prefects and Librarians as well as class monitors, fosters a sense of responsibility and pride in the school community; pupils have a strong sense of wellbeing and belonging. - Teachers have high expectations of all pupils and have a consistent approach to all aspects of learning. - Targeted interventions and support programmes ensure that barriers to learning are overcome. - Designated 'drop-off' support at the beginning of the day to support pupils struggling to come into school. - Use of Family Support Adviser to work with families to support pupil's social and emotional wellbeing.
Challenge 4: **Continuing to develop positive community and parental relationships, including around attendance** To ensure attendance of our PP children is higher than the national average. To ensure there is more parental engagement with our parents of pupils entitled to PP funding.	- Whole school attendance will be above 96%. - The percentage of PP children's attendance will be higher than the National Average. - Persistent absentees for all children will be better than the National Average. - Use of Early Intervention Officer to work with families to support pupil's social and emotional wellbeing. - Targeted interventions and support programmes ensure that barriers to learning are overcome. - Clear communication to parents on the adverse effects of pupils being late or not attending the school. - Support will be offered to parents in a range of areas such as: financial support, housing, child behavioural support, physical and mental wellbeing, drug and alcohol support, domestic abuse, positive parenting skills, and parental SEN support.

	- Designated Early Intervention Officer to support disadvantaged families. - Parent partnership workshops for families to share positive learning experiences. Workshops to include writing, maths, phonics, reading, Forest School style outside workshops and internet safety. These will improve pupil's educational outcomes.
Challenge 5: **Aspiration is low or limited** To ensure our disadvantaged pupils are taught a broad curriculum, with enhanced enrichment	- All PP pupils will attend school trips across the school and swimming lessons will be provided (Y4 & 6). - Disadvantaged children will participate in school clubs. - Our PP pupils will feel happier and more secure at school and will access a full curriculum with career development and enhanced cultural capital at the forefront. - Our disadvantaged children will find joy and a sense of fun and laughter.

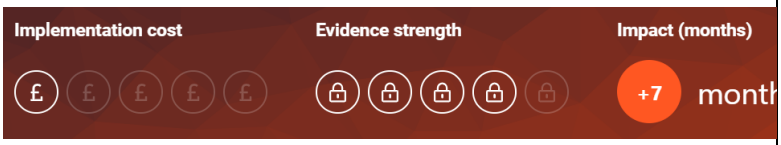
Activity in this academic year

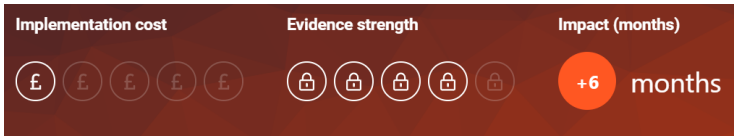
This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 5,688 + 28597.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching: Continued CPD for all staff to develop teaching to include meta-cognitive	Thinking Schools: - Students from accredited primary Thinking Schools in the UK show the equivalent to a grade's worth of progress in their SATs tests against expectations of those starting at the same point at non-Thinking Schools.	1, 2, 3, 4

teaching and a whole school approach to developing pupils' cognitive capability and intelligent learning behaviours (Thinking Matters) CPD for staff to better understand and develop the Relational Policy and Practice approach to teaching and behaviour	Thinking Schools - Impact, Benefits and Outcomes (thinkingmatters.com) - Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.  Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk) - In schools where relational policy and building relationships with children and their families are key wellbeing of all improves, teaching can be more focused, exclusions a reduced and attainment increases. Guidance-for-Developing-Relational-Practice-and-Policy.pdf (babcockldp.co.uk) (Appendix 3)	
Dedicated leadership and management time for Deputy Head and increased capacity for SENDCo (2 days)	The EEF tiered approach to Pupil Premium spending states that: 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.' Designated time for leaders to support teachers will lead to a higher % of good and outstanding teaching within the school. Leaders can analyse the progress gap between PP and non-PP children, and this will decrease further in Reading, Maths and Writing. Staff will be given the opportunity to observe in other year groups and across other Trust schools to develop their own understanding and pedagogy into practice. Subject leader CPD opportunities will ensure leader's knowledge remains current and relevant to the pupil's needs, new learning opportunities for pupils will enrich the curriculum further. (Trust Level)	1, 2
Improving Literacy Skills in KS1 and 2 - *SIO Support for school; map out school curriculum and clear strategy for writing*	EEF Guidance reports for both KS1 and KS2 have clear recommendations of how this can be achieved through a rigorous and systematic approach to phonics, early reading, reading comprehension and writing fluency. The school will explore the best methods for monitoring and additional specific teaching around this with high-quality CPD for all staff.	1, 2, 3
Testbase/LBQ/Magma Maths	Leaders of key subjects will use a rigorous assessment framework that helps to highlight key gaps in learning.	1

	These gaps can be closed through increased pre-teaching, quality-first teaching and targeted interventions. The use of standardised scores and testing formats will aid staff to moderate and have robust systems for understanding children's abilities.	
Quality feedback: Continue to develop our school feedback policy so that feedback is specific, targeted and positive for students.	Research has shown that high quality effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. It can be given during, immediately after and some time after learning and can be given by a range of people. Feedback studies tend to show high effects on learning and has the highest impact when given by teachers. Feedback | EEF (educationendowmentfoundation.org.uk) 	1, 2, 3
Oral Language Interventions Embedding our oracy curriculum to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Continue to fund and support staff with training.	There is strong evidence that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive ti implement but have a high impact on reading and writing. Oral language interventions | EEF (educationendowmentfoundation.org.uk) 	1, 2, 3

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

Budgeted cost: £ 4827.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Language Intervention: The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills	Robust evaluations found NELI children made on average 3 months of additional progress in language Evidence and programme development | Nuffield Early Language Intervention (NELI) (teachneli.org)	1, 4

Speech Link & Language Link interventions Speech Link & Language		
Nessy	Speech and Language assessment and intervention is vital for supporting children with low on entry speech and language needs.	
Kinetic Letters Handwriting Scheme for whole school and intervention *£220.00 Yearly Subscription* *Forms part of daily teaching in every class (6 classes x 30 mins per day)*	"Strategies for mark-making and letter formation can improve children's fine motor and visual motor skill development and these skills establish a strong foundation for the more formal creating of letter shapes, numbers, and later handwriting. Focusing on one skill in isolation—for example, repeated practise of a letter shape—does not necessarily lead to improvements in letter formation outcomes. Feedback, encouragement, and goal-setting can support children's mark-making and letter formation outcomes. The age and stage of children are important factors to consider when planning how to improve children's mark-making and letter formation" EEF The use of a consistent, fluid scheme will ensure that mark making and letter formation is not a barrier to good writing. The consistent approach of teaching handwriting in a methodical way will benefit all children from year R to year 6.	1, 2, 3

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

Budgeted cost: £18,162.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH Resilience Intervention e.g. SPARKS *Small group implementation 30 mins per week*	The need for effective mental health promotion in children is more important than ever. 1 in 8 school-age children currently have a diagnosable mental health problem. Half of all adult mental health problems start by the age of 14, and 75% by the age of 18. That's why it's vital to invest in preventing mental health problems at an early age.	2, 3, 4

(TA Time)	School-based programmes such as those produced by Partnership for Children are a proven way to promote good mental health and help all children develop skills which will enhance their present and future emotional well-being. Modern life can be full of challenges for our children. We can't change this but we can help children to develop the skills they will need to cope with life's difficulties, to understand and manage their emotions and to develop resilience.	
Trauma Informed Schools Training *(Previously paid for training)*	A trauma informed school is one that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Colyton staff have received training from the Trauma Informed Schools UK programme. Major public health studies that have shown that when children who have suffered several painful life experiences, are un-helped, there is a very high chance of them going on to suffer severe mental and physical ill-health. Building relationships with children and families that help children to develop happier minds, brains and bodies. Key conversational skills in addressing and making sense of what has happened are central to our work as is a major shift in whole school/organisation/community culture.	2, 3 4
Improving and reducing persistent absence of all children but specifically those from disadvantaged backgrounds: Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

officers to improve attendance.		
Specifically designed Careers Curriculum	Colyton have a very specific, well planned career-related curriculum. This has been designed based on research from The Careers & Enterprise Company, the Department for Education (DfE) and Black Country Skills Factory who were funded by the Careers Enterprise Company (CEC). The curriculum holds huge importance for the future of careers education. It gives children the opportunity to be understand and explore career-related learning and skills development. This will become further embedded into the curriculum teaching, leading to an enhanced curriculum that will impact the learning outcomes for all.	4
Curriculum enrichment through after school club, school trips subsidies	School club, school trips subsidies All children, including Pupil Premium children encouraged to take part in activities to support life skills. 'Colyton Extras' (one each year group, per half term), based key life skills that support children's next steps in learning and home skills as well as an appreciation of the local area. Range of subsidised after school clubs and school trips. Subsidised residentials for pupils in Years 4 & 6. These opportunities will result in pupils feeling passion for a new activity and they will feel included within school life through taking part. Pupils may find a skill that they enjoy and want to progress further with. Shows and productions will give all children joy and sense of fun and laughter. Children will want to attend school, and this will have a positive impact on attendance data.	3, 4

Total budgeted cost:

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Overall summary

The July 2026 outcomes demonstrate a mixed picture for disadvantaged pupils (Pupil Premium) and pupils with Special Educational Needs and Disabilities (SEND) across the school. There are some particularly positive outcomes, especially in Year 4 mathematics and Year 6 reading for Pupil Premium pupils. However, the data also identifies areas where attainment gaps remain significant, particularly in early reading, writing and the combined Year 6 outcomes for pupils with SEND.

The findings should be considered alongside the school's Pupil Premium Strategy 2025–2026, which places quality-first teaching, early identification of barriers to learning, targeted academic support, language development, relational practice and improved parental engagement at the heart of its approach.

The school's stated ambition is that *'disadvantaged pupils achieve well across the curriculum, with gaps between disadvantaged and non-disadvantaged pupils narrowing over time.*' Where significant SEND needs affect attainment, the ambition is for pupils to make exceptional progress from their individual starting points. The 2025–2026 outcomes provide evidence of progress towards some of these ambitions, while highlighting priorities for continued development.

2. Analysis by year group and assessment area

EYFS – Good Level of Development

The EYFS outcomes show a positive picture for disadvantaged pupils, with 100% achieving a Good Level of Development (GLD), compared with 85% of the cohort overall. This is a particularly encouraging outcome and suggests that disadvantaged children are accessing the early curriculum successfully and that the school's approach to supporting children from different starting points is having a positive impact.

The Pupil Premium Strategy identifies early language development, quality-first teaching and the graduated approach to identifying and responding to barriers as key priorities. The continued use of NELI, Speech Link and Language Link, alongside early identification and effective adaptations, will remain important in ensuring that children with additional needs are supported to make strong progress.

Year 1 – Phonics Screening Check

The overall Year 1 phonics outcome of 85.7% is above the 2025 national figure of 80%. This is positive and demonstrates that the majority of pupils are developing the early reading skills needed to access the wider curriculum.

However, the disadvantaged outcome of 75% is below both the whole-school outcome and the national figure. The gap between Pupil Premium pupils and all pupils is 10.7 percentage points.

This links directly to the Pupil Premium Strategy's focus on developing oral language, vocabulary, systematic phonics and early reading. The strategy also identifies the importance of robust diagnostic assessment and personalised interventions. Continued monitoring of phonics progress, early identification of gaps and targeted teaching will be essential to improving outcomes in this area.

Year 4 – Multiplication Tables Check

Year 4 demonstrates a particularly encouraging picture for disadvantaged pupils.

The whole-school average score of 23.4 is above the previous national average of 21. Pupil Premium pupils achieved an average of 22.3. This is therefore above the previous national average, although they remain slightly below the whole-school average.

This suggests that the school's approach to developing mathematical fluency is supporting pupils with additional barriers to learning. The use of regular practice, targeted support and opportunities to develop recall appears to be helping pupils access this important mathematical skill.

The Pupil Premium Strategy identifies the use of standardised assessment, diagnostic testing, pre-teaching and targeted interventions as important approaches to closing attainment gaps. These will continue, with particular attention to ensuring that pupils who have not yet secured rapid recall are supported to develop confidence and automaticity.

Year 6 – End of Key Stage 2 outcomes

Year 6 provides the most detailed picture of attainment for disadvantaged pupils. The outcomes show some encouraging improvements for Pupil Premium pupils, particularly in reading and mathematics, but also highlight continued challenges in writing and the wider combined measures.

The whole-school writing outcome of 76.9% is above the national figure of 73%. However, disadvantaged pupils achieved 62.5%, leaving a gap of 14.4 percentage points compared with all pupils.

This is a slight decline from the 2025 Pupil Premium outcome of 67%, suggesting that further work is needed to secure consistent progress and close the attainment gap.

Writing therefore remains a key priority for this group moving forward. This links directly to the Pupil Premium Strategy's commitment to improving literacy through high-quality teaching, a clear writing curriculum, effective feedback, handwriting development and targeted interventions.

The strategy's investment in Kinetic Letters, staff development and improving the consistency of writing teaching is particularly relevant. There is a need to ensure that adaptations enable

pupils with SEND to access the same ambitious curriculum while receiving appropriate support to develop their writing skills.

Reading

Reading is a particular strength for disadvantaged pupils in Year 6. At 71.4%, Pupil Premium pupils achieved above the whole-school outcome of 64%, representing a positive difference of 7.4 percentage points.

This is a considerable improvement on the 2025 Pupil Premium outcome of 56%, an increase of 15.4 percentage points.

This is an encouraging indication that the Colyton's investment in reading, quality-first teaching and targeted support is having a positive impact for disadvantaged pupils. It also demonstrates that pupils experiencing disadvantage can achieve strongly and, in this instance, outperform the wider cohort.

The Pupil Premium Strategy identifies oral language, vocabulary development, reading comprehension and early literacy as key barriers to achievement. The continued development of the oracy curriculum, alongside targeted reading interventions and the effective use of diagnostic assessment, will be important in sustaining the positive progress for disadvantaged pupils and improving outcomes for SEND pupils.

Mathematics

Mathematics presents another encouraging outcome for disadvantaged pupils. At 71.4%, Pupil Premium pupils achieved close to the whole-school figure of 76%, with a gap of only 4.6 percentage points.

This represents a substantial improvement on the 2025 Pupil Premium outcome of 56%, an increase of 15.4 percentage points. This is particularly positive and suggests that the school's work to strengthen mathematical teaching, assessment and targeted support is benefiting disadvantaged pupils.

This improvement is encouraging and should be recognised. However, the size of the remaining gap highlights the importance of continuing to develop adaptive teaching, pre-teaching, targeted intervention and opportunities to revisit and consolidate key mathematical knowledge.

The Pupil Premium Strategy specifically identifies standardised assessment, Testbase, LBQ and Magma Maths as tools to identify gaps in knowledge and inform teaching. These approaches should continue to be evaluated for their impact on pupils with SEND and disadvantaged pupils.

Combined Reading, Writing and Mathematics (RWM)

The whole-school combined RWM outcome of 64% is slightly above the national figure of 63% and has improved from 61% in 2025.

This is an important information gap, particularly given that the Pupil Premium Strategy identifies achieving expected standards in reading, writing and mathematics as a central measure of success. Future analysis should ensure that combined outcomes for these groups are captured and evaluated.]

Attendance:

Pupil Premium (PP) students had an overall attendance rate of 96.6%. Their authorised absence was 3.1% and unauthorised absence was 0.32%.

Non-Pupil Premium (non-PP) students had an overall attendance rate of 96.9%. Their authorised absence was 2.5% and unauthorised absence was 0.61%.

This data is significantly above average for both sets of data.

3. Key themes emerging from the data

When the outcomes are considered together, several important themes emerge.

1. Disadvantaged pupils are achieving strongly in some areas, but outcomes are not yet consistently secure across the curriculum.

The strongest evidence is in Year 6 reading and mathematics, where Pupil Premium pupils have made considerable improvements compared with 2025. Year 4 multiplication outcomes are also encouraging, with disadvantaged pupils achieving above the previous national average.

However, writing, EGPS and Year 1 phonics remain areas where gaps are evident. This suggests that the school should continue to prioritise consistency in literacy teaching and ensure that disadvantaged pupils receive timely and effective support throughout their primary journey.

2. Quality-first teaching and adaptive practice remain essential.

The Pupil Premium Strategy places quality-first teaching at the centre of its approach, recognising that improvements in teaching benefit all pupils, particularly those experiencing disadvantage.

The outcomes suggest that this remains the right priority. The improvements in Year 6 reading and mathematics for disadvantaged pupils demonstrate the potential impact of consistent teaching, appropriate assessment and targeted support.

For pupils with SEND, further attention should be given to the consistency and effectiveness of adaptive teaching, pre-teaching, scaffolding and the graduated approach.

3. Early identification and intervention need to remain a priority.

The EYFS, Year 1 and Year 2 data highlight the importance of addressing barriers as early as possible.

The school's investment in NELI, Speech Link, Language Link and phonics support is aligned with the needs identified in the outcomes. These interventions should be regularly reviewed to establish whether they are resulting in measurable improvements in language, reading and wider attainment.

4. Relationships, wellbeing and attendance continue to underpin academic success.

The Pupil Premium Strategy recognises that barriers to achievement are not exclusively academic. It identifies socio-economic circumstances, attendance, family stability, self-regulation, self-esteem and parental engagement as significant factors.

The school's relational approach, Parent Support Worker, early intervention, SEMH support and enrichment opportunities are therefore important parts of the overall strategy.

These approaches should continue to be evaluated alongside academic outcomes to ensure that pupils are supported to attend, engage and participate fully in school life.

4. Evaluation against the Pupil Premium Strategy 2025–2026

The outcomes provide evidence of progress towards some of the intended outcomes within the school's Pupil Premium Strategy.

Strategy priority	Evidence from 2026 outcomes	Evaluation
Close the attainment gap for disadvantaged pupils	Year 6 reading improved from 56% to 71.4%; maths improved from 56% to 71.4%.	Positive impact, particularly in reading and mathematics.
PP pupils achieve GLD	100% of disadvantaged EYFS pupils achieved GLD.	Strong evidence of success.
PP pupils pass phonics screening	75% achieved the expected standard.	Further improvement needed.
PP pupils achieve well in the Multiplication Check	Average score of 22.3, above the previous national average of 21.	Positive outcome, although slightly below the whole-school average.
Improve literacy outcomes	Reading has improved significantly, but writing and EGPS remain below whole-school outcomes.	Further focus required on writing and language development.
Develop speech, language and vocabulary	Outcomes in early phonics and EGPS indicate that this remains an important area.	Continued evaluation of intervention impact required.

Improve self-regulation, wellbeing and engagement	Academic outcomes alone do not provide sufficient evidence to evaluate this priority.	Attendance strategies and improvements are strong and should be continued. Wellbeing and engagement to be monitored.
Provide enrichment and wider opportunities	Not measured within the attainment analysis.	Evaluate participation and access through wider school evidence.

5. Priorities for the School Improvement Plan 2026–2027

Based on the analysis, the following priorities would be appropriate to carry forward.

Priority 1: Strengthen outcomes for disadvantaged pupils in literacy.

- Continue to develop a consistent approach to writing across all year groups.
- Strengthen the teaching of spelling, grammar, punctuation and vocabulary.
- Monitor the progress of disadvantaged pupils through regular assessment and pupil progress meetings.
- Evaluate the impact of targeted interventions and ensure that they are linked directly to identified gaps.
- Maintain the successful approaches contributing to improved reading outcomes.

Priority 2: Improve outcomes for pupils with SEND through adaptive teaching and effective provision.

- Develop staff understanding of evidence-informed inclusive practice.
- Ensure that adaptations are consistent and effective across all year groups.
- Strengthen the graduated approach, ensuring that provision is regularly reviewed and evaluated.
- Monitor progress from individual starting points, particularly for pupils with more complex needs.
- Strengthen the partnership between teachers, SENDCO, parents and external agencies.

Priority 3: Strengthen early reading, language and communication.

- Continue to prioritise phonics and early reading in EYFS and KS1.
- Review the impact of NELI, Speech Link and Language Link.

- Ensure that pupils who do not meet the expected phonics standard receive timely and effective support.
- Embed vocabulary development and oracy across the curriculum.
- Ensure that early identification leads to appropriate intervention and measurable progress.

Priority 4: Improve the use of assessment and progress information.

- Ensure that assessment information is consistently collected for PP and SEND pupils in every year group.
- Use standardised assessment and diagnostic information to identify gaps.
- Strengthen pupil progress meetings, ensuring that actions are specific and measurable.
- Evaluate the impact of interventions and adaptations rather than simply recording participation.
- Ensure that combined RWM outcomes are recorded and analysed for both PP and SEND pupils.

Priority 5: Continue to address wider barriers to achievement.

- Maintain strong relationships with families and provide early support where barriers emerge.
- Continue to monitor attendance and persistent absence for PP and SEND pupils.
- Ensure disadvantaged pupils have equitable access to clubs, trips, residentials and enrichment.
- Continue to develop pupils' confidence, independence, self-regulation and aspirations.

6. Overall conclusion

The 2025–2026 outcomes demonstrate that Colyton Primary Academy is making positive progress in supporting disadvantaged pupils, particularly in Year 6 reading and mathematics, where attainment has improved substantially compared with the previous year. The 100% GLD outcome for disadvantaged children in EYFS and the Year 4 multiplication outcomes also provide encouraging evidence that the school's approach is supporting pupils to achieve well.

There is a need to strengthen outcomes in writing and EGPS for disadvantaged pupils and to ensure that the impact of support is evident across all year groups, rather than only at key assessment points.

The findings support the continued direction of the Pupil Premium Strategy, particularly its emphasis on quality-first teaching, effective assessment, targeted academic support, language development and positive relationships with families.

Moving forward, the school should ensure that the impact of its investment is evaluated through a combination of attainment, progress from starting points, the effectiveness of adaptations and the removal of barriers to learning. The ambition must remain that disadvantage or additional needs do not limit pupils' opportunities or expectations, and that every child is supported to achieve the very best outcomes possible.

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