

Pupil premium strategy statement – Axminster Community Primary Academy

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	294
Proportion (%) of pupil premium eligible pupils	39.5%
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 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Claire Hulbert
Pupil premium lead	Claire Hulbert
Governor / Trustee lead	Dr. Carolyn Bromfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139, 696
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£139, 696

Part A: Pupil premium strategy plan

Statement of intent

At Axminster Community Primary Academy, our vision of "Achievement for All" drives our commitment to ensuring that every pupil can reach their full potential, regardless of their background or the challenges they face. We believe in empowering all pupils to thrive academically and pastorally, fostering responsible and resilient citizens who contribute positively to their school, local, national, and global communities.

The focus of our pupil premium strategy is to support disadvantaged and other under-resourced pupils to achieve that goal. Our staff are deeply committed to improving the outcomes for all disadvantaged pupils.

We consider the challenges faced by our vulnerable and other under-resourced students and specifically explore their individual needs so that we can better adapt our teaching and pastoral support, to enable them to thrive now and in the future. The support that we implement within our pupil premium strategy aims to support all children, regardless of whether they are disadvantaged or not. It is our aim that all children make at least expected progress and develop a love for learning.

The implementation of high-quality teaching is at the heart of our approach. We know that quality-first teaching has the greatest impact on closing the attainment gap and positively impacts on all students. We are committed to investing in professional development for our staff to enhance teaching practises that benefit all pupils, particularly those who are disadvantaged. Our curriculum is regularly developed to ensure that it inspires and challenges children to achieve well and make at least good progress from their starting points. Disadvantaged pupils have equitable access to this curriculum.

Our relational approach to supporting pupils and their families is vital to our school. We build positive, long-lasting relationships with our families which begins at two, when many of our students join our school. We aim to build strong, positive relationships with all our children and families, with trust at the centre, to enable us to work closely together in partnership to enable children to thrive. Teaching self-regulation and building positive self-esteem is critical to children's learning success. Our family support advisor and inclusion team are crucial to working with members of the community to 'poverty proof' our school day.

We recognise the critical link between attendance and attainment and acknowledge the challenge that Axminster has faced since the pandemic in encouraging children's attendance to meet national expectations. We have robust attendance processes to support families.

Developing speech and language skills and supporting positive mental health is key to our children accessing the curriculum. We work to develop speech and language using universal and targeted provision. We also work with the Mental Health Support Team and Action for Children to support mental health.

Through our pupil premium strategy, we are committed to creating an inclusive and supportive environment where every pupil can achieve their full potential. We will work collaboratively with staff, parents, and the community to ensure that our disadvantaged pupils receive the support they need to thrive academically and socially.

Challenges

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

Challenge number	Detail of challenge
1	Pupils generally have weaker language and communication skills on entry to our Nursery and Reception cohorts.
2	Attendance and persistent absence: disadvantaged pupils' attendance rate is lower than non-PPG attendance rate
3	Some disadvantaged pupils have multiple barriers to learning such as an additional SEND or safeguarding need
4	A proportion of our disadvantaged pupils are highly mobile and a clear understanding of additional needs and prior learning needs to be understood on entry in order to ensure that pupils are not negatively affected during a transition between schools.
5	An increasing proportion of children are joining the school with English as an additional language. This can cause children to have one or more of the following barriers to learning: language proficiency, cultural differences, social integration, parental integration, access to resources and stress and anxiety.

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
<p>Ensure that pupils with speech and language barriers are rapidly identified and have their needs addressed so that they are able to make at least expected progress in Reading, Writing and Maths from their starting points.</p>	<p>All children will be assessed for speech and language barriers on entry to the school.</p> <p>There is a systematic approach to implementing speech and language intervention to address barriers including termly pupil progress meetings and possible further interventions could include:</p> <ul style="list-style-type: none"> ● Adaptations with the classroom ● Joining a specific intervention programme ● Individual learning plans ● Speech therapy <p>All children will make at least expected progress from their starting points</p>
<p>Improve and sustain improved attendance for all pupils, particularly for our disadvantaged and under resourced pupils.</p>	<p>To improve attendance rates across the school for all children and for SEND and PP groups.</p>
<p>Ensure that pupils with additional barriers to learning have their individual needs addressed so that they are able to close the gaps in Reading, Writing and Maths from their starting points through high quality teaching.</p>	<p>ELG, KS1 phonics, KS1 results and KS2 results show that disadvantaged children are closing the gaps in Reading, Writing and Maths.</p>
<p>Ensure that mobile pupils are assessed on entry and barriers to learning identified. Address individual needs (including EAL) so that pupils are able to make at least expected progress in Reading, Writing and Maths from their starting points.</p>	<p>All children will be assessed on entry to the school.</p> <p>There is a systematic approach to implementing English and Maths intervention to address barriers including termly pupil progress meetings and possible further interventions could include:</p> <ul style="list-style-type: none"> ● Adaptations with the classroom ● Computer programme support to address individual gaps – Accelerated Reader, Lexia, Numbots and TTRS ● Joining a specific intervention programme ● Individual learning plans ● Speech therapy

Improve phonics, reading and writing attainment among disadvantaged pupils.	<p>There is a systematic approach to implementing English intervention to address barriers including termly pupil progress meetings and possible further interventions could include:</p> <ul style="list-style-type: none"> • RWI 1:1 tutoring • Handwriting intervention • Extra daily reading support • Writing intervention • Individual learning plans
Improve mathematics attainment for disadvantaged pupils at the end of KS2	<p>There is a systematic approach to implementing Maths intervention to address barriers including termly pupil progress meetings and possible further interventions could include:</p> <ul style="list-style-type: none"> • Mastery Number in EYFS and KS1 • Numbersense in KS2 • Arithmetic support in Y5 and 6 • Plus one and Plus two intervention • Individual learning plans

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: £4,191

1. Developing high quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of the pupils

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching and a broad, balanced and knowledge based curriculum that responds to the needs of the pupils	<p>CPD for class facing staff</p> <ul style="list-style-type: none"> - Mastery number - Numbersense - Read, write, inc - Effective use of ordinarily available provision <p>EEF guidance for Pupil Premium is clear – “Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top</p>	1,3,4,5

	priority for Pupil Premium spending” EEF tiered approach: high quality teaching – developing high quality... broad and balanced curriculum that responds to the needs of pupils	
RWI training and development	<p>Ongoing training and resource purchasing allows an embedding of the programme leading to full fidelity to the scheme, including coaching approach to staff training.</p> <p>Early Reading Lead oversees the programme and monitor for effectiveness.</p> <p>Daily tutoring in place to support lowest readers to keep up rather than have to catch up. Developing RWI approach to handwriting to support links between reading, writing, spelling and presentation/pride in work.</p> <p>EEF independent evaluators found that children in schools who were offered Read Write Inc. Phonics made, on average, one month’s additional progress in reading compared with those in the control group</p>	3,4,5
Numbots and TTRockstars Times Tables Rock Stars	<p>A times tables programme designed to help children remember their multiplication tables. Children learn the tables in a sequence that builds up their ability to recall them. They are taught the basic facts about each product in turn, starting with 2 x 2 4 and ending with 12 x 12 144.</p> <p>Numbots groups - NumBots aids understanding, recall and fluency in mental addition and subtraction, so that children move from counting to calculating. IT infrastructure in place to be able to deliver Numbots and TTRockstars in every class.</p> <p>Numbots and TTRockstars Co-ordinator appointed to monitor programme results and pupil usage.</p>	3,4,5
Developing the library	<p>Increase stock of appropriate texts which respond to the needs of the pupils, diversity, curriculum links and pupil interests to support reading for pleasure</p> <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and PhythianSence, 2008) EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum</p>	3,4,5

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

Budgeted cost: £ 71, 249

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific, targeted 1:1 interventions or small group work	<p>Learning in specific, targeted 1:1 interventions and small groups must be carefully linked with classroom teaching. The most effective small group tuition happens when the session is targeted at specific needs. TAs are trained to deliver specific interventions. Pupil premium children are assessed on a case by case basis according to need by the Head of School to allocate provision.</p> <p>Interventions include RWI Fast Track, Lexia Direct Lessons, Mastery Number and Number Sense intervention support</p> <p>EEF evidence shows that 1:1 interventions and small group work improves progress (+4 months)</p>	1,3,4,5
Identified support from Speech and Language team	<p>Supporting pupils with specific communication needs, e.g. visual support, interventions, staff CPD, etc.</p> <p>Early Years toolkit - Communication and Language approaches +7 months EEF toolkit - Oral language interventions +6 months</p>	1,3

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

Budgeted cost: £64, 940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relationships and support - Family Support Advisor	<p>Our Family Support Advisor works with vulnerable families supporting the wellbeing of families as well as supporting their attendance.</p> <ul style="list-style-type: none"> Financial support including uniform, Breakfast Club and support with trips Working closely with their families to offer support and links to other agencies to help. 	2,3,4,5

	<p>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2. (The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. DFE)</p> <p>Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. (The link between pupil health and wellbeing and attainment - Public Health England)</p> <p>EEF tiered approach: wider strategies: supporting pupils social, emotional and behavioural needs EEF tiered approach: wider strategies – communicating and supporting parents</p>	
Relational Support	<p>Relational Support Plans are used to support management of key pupils and are reviewed at least termly or as required</p> <p>EEF research (+2 months)</p> <p>Our own in-house assessments show that children perform better when they have good mental health.</p> <p>The Department for Education has worked with the Department of Health and Social Care, Health Education England, Public Health England and NHS England and Improvement and an expert advisory group to develop the Wellbeing for Education Return programme. We have adopted this programme and have a Senior Mental Health lead and work together with the Mental Health Support Team to provide support to children and families who need it.</p>	3,4,5
Welfare Support	<p>Contributions to Breakfast Club, uniform, trips and residential to enable all children to be able to access and be included in the wider life of the school.</p>	
FFT Central Costs FFT School Improvement team	<p>FFT School Improvement team support writing and review of PP Strategy, sharing good practice and latest research. Regular PP Network Meetings and sharing of resources across the Trust ensure greater provision for our pupils</p>	
FFT Central Costs: FFT SEMH Lead; FFT Attendance Officer	<p>FFT SEMH Lead and Attendance Officer offer regular drop-in meetings to discuss specific children and the support they could be offered to improve attendance, wellbeing and attainment.</p>	

Total budgeted cost: £ 139 696

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have conducted a detailed analysis of the performance of our school's Pupil Premium pupils during the previous academic year, utilising both national assessment data and our internal summative and formative assessments. To contextualise this performance, we compared the outcomes of our disadvantaged pupils with those of both disadvantaged and non-disadvantaged pupils at the national and local levels.

The analysis highlights that disadvantaged pupils at our school make a secure start in the Early Years Foundation Stage (EYFS), with the percentage achieving a Good Level of Development in line with the national average. There is a strong focus on children who do not achieve a Good Level of Development in Year 1. This strong foundation is carried forward into Year 1, where 86% of disadvantaged pupils successfully passed the phonics screening check, compared to 80% of all students nationally. At Key Stage 2, results for all pupils have significantly improved and disadvantaged pupils have closed the gap between them and their non-disadvantaged peers.

Our review of the strategies implemented demonstrates the success of our teaching approaches and broader initiatives. These strategies have been instrumental in providing an education which better supports children to reach their full potential. This plan outlines how we continue to intend to allocate our budget this academic year to continue supporting our Pupil Premium pupils effectively academically and pastorally.

Year Group	23-24 Outcome	23-24 PPG	24-25 Outcome	24-25 PPG
EYFS	63%	70%	77%	67%
Year 1 Phonics Check	61%	73%	89%	86%
Year 2 Phonics Check re-take	94%	92%	91%	93%
Year 4 MTC	20.2	18.6	17.0	17.4
Year 6 Reading	56%	44%	67%	69%
Year 6 Writing	44%	33%	75%	69%
Year 6 Mathematics	47%	28%	67%	62%

Success criteria met	On track to meet success criteria met	Started but not on track to meet success criteria met	Not yet started
Intended Outcome	Success Criteria		2024-25
<p>Ensure that pupils with speech and language barriers are rapidly identified and have their needs addressed so that they are able to make at least expected progress in Reading, Writing and Maths from their starting points.</p>	<p>All children will be assessed for speech and language barriers on entry to the school.</p> <p>There is a systematic approach to implementing speech and language intervention to address barriers including termly pupil progress meetings and possible further interventions could include:</p> <ul style="list-style-type: none"> ● Adaptations with the classroom ● Joining a specific intervention programme ● Individual learning plans ● Speech therapy <p>All children will make at least expected progress from their starting points</p>		
<p>Improve and sustain improved attendance for all pupils, particularly for our disadvantaged and under resourced pupils.</p>	<p>To improve attendance rates across the school for all children and for SEND and PP groups.</p>		
<p>Ensure that pupils with additional barriers to learning have their individual needs addressed so that they are able to close the gaps in Reading, Writing and Maths from their starting points through high quality teaching.</p>	<p>ELG, KS1 phonics, KS1 results and KS2 results show that disadvantaged children are closing the gaps in Reading, Writing and Maths.</p>		
<p>Ensure that mobile pupils are assessed on entry and barriers to learning identified.</p>	<p>All children will be assessed on entry to the school.</p> <p>There is a systematic approach to implementing English and Maths intervention to address barriers including</p>		

Address individual needs (including EAL) so that pupils are able to make at least expected progress in Reading, Writing and Maths from their starting points.	<p>termly pupil progress meetings and possible further interventions could include:</p> <ul style="list-style-type: none"> • Adaptations with the classroom • Computer programme support to address individual gaps – Accelerated Reader, Lexia, Numbots and TTRS • Joining a specific intervention programme • Individual learning plans <p>Speech therapy</p>	
Improve phonics, reading and writing attainment among disadvantaged pupils.	<p>There is a systematic approach to implementing English intervention to address barriers including termly pupil progress meetings and possible further interventions could include:</p> <ul style="list-style-type: none"> • RWI 1:1 tutoring • Handwriting intervention • Extra daily reading support • Writing intervention <p>Individual learning plans</p>	
Improve mathematics attainment for disadvantaged pupils at the end of KS2	<p>There is a systematic approach to implementing Maths intervention to address barriers including termly pupil progress meetings and possible further interventions could include:</p> <ul style="list-style-type: none"> • Mastery Number in EYFS and KS1 • Numbersense in KS2 • Arithmetic support in Y5 and 6 • Plus one and Plus two intervention <p>Individual learning plans</p>	

Externally provided programmes

Programme	Provider
Read, Write, Inc	Ruth Miskin Literacy
Accelerated Reader	Renaissance Learning
Lexia	Lexia Learning
Numbots and TTRockstars	Maths Circle
Mastery Number	NCETM
Numbersense	Number Sense Maths

