



Pupil Premium Strategy Statement

2025 to 2028

This statement details our school's use of pupil premium (and recovery 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 in the last academic year.

School overview

Detail	Data
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026, 2026/2027, 2027/2028
Date this statement was published	18.11.25
Date on which it will be reviewed	10.10.2026
Statement authorised by	Dan Polak
Pupil premium lead	Mat Harts
Governor / Trustee lead	Sue Wells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76450
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>	£ 76450

Part A: Pupil premium strategy plan

Statement of intent

Vision: Building Brighter Futures.

At our school, we believe in hope and opportunity for all. We are committed to the principle that every child, when provided with the right conditions, is capable of achieving extraordinary things. Our mission is to identify and create these optimal conditions, ensure their consistent application, and act swiftly and precisely when children lack the support they need to thrive.

While much of our strategy benefits all pupils, it is guided by the specific needs of our most disadvantaged children. Our focus is on addressing and closing the gaps in attainment and achievement that may exist between different groups within our school.

Education has the power to transform lives, and it is our duty to ensure that children from disadvantaged backgrounds have the same opportunities to succeed as their more privileged peers.

Objectives:

- **To reduce disparities** between the outcomes of our disadvantaged pupils and their peers.
- **To ensure the attainment gap** between disadvantaged pupils in our school and those nationally remains low.
- **To deliver high-quality teaching and learning** experiences for all pupils.
- **To provide effective social and emotional support** so that disadvantaged pupils feel safe, happy, and attend school every day.
- **To prioritise access** for disadvantaged pupils to high-quality recovery programmes in 2024/25
- **To ensure access to a broad curriculum and extracurricular opportunities**, enriching their learning and exposing them to a world of possibilities.

Implementation:

To achieve these objectives, we will use evidence-based strategies that support the needs of disadvantaged pupils effectively. A balanced approach, incorporating both educational recovery and social-emotional support, will empower pupils and their families to thrive both in school and at home.

The successful delivery of this strategy will be driven by the following principles:

- **Implementation of evidence-based strategies** proven to have the greatest impact on improving outcomes for disadvantaged pupils.
- **Development of an enriched, engaging, and innovative curriculum** that broadens pupils' horizons and prepares them for future success.

Through this approach, we aim to foster an environment where all children, regardless of their background, can realise their full potential and embrace a future filled with possibility.

Challenges

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

Challenge number	Detail of challenge
1	Social and Emotional Well-being: Challenges with social and emotional regulation, particularly noticeable at the start of the school day and in the periods leading up to the end of term.
2	Limited Access to Culture and Aspiration: Disadvantaged pupils in North Devon often face barriers to engaging with cultural and aspirational opportunities.
3	Lower Attendance Rates: Vulnerable groups of pupils tend to have lower attendance levels, impacting their overall progress.
4	School Readiness: Disadvantaged pupils often begin school with reduced readiness, particularly in areas such as speech and vocabulary development and writing.

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
1. Children are emotionally and socially prepared for learning in a structured classroom setting.	School performance data will show that disadvantaged pupils have significantly narrowed the attainment gap with their more advantaged peers.
2. All pupils experience a wide range of opportunities that reflect the aspirations and diversity of modern Britain. Whilst widening their global horizons.	Pupils will engage in a variety of enriching experiences that complement and enhance the full curriculum as well as their 'culture capital'.
3. Attendance rates for disadvantaged pupils are in line with their peers.	Attendance data will confirm no significant differences between disadvantaged pupils and other groups.

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: £ 38225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Walkthrus CPD designed to improve the clarity and commonality of the classroom offer.</i></p>	<ol style="list-style-type: none"> 1. Structured Pedagogical Strategies Walkthrus provide clear, evidence-based strategies that teachers can use to support disadvantaged pupils. For example, techniques like <i>Scaffolding</i> ensure pupils with gaps in prior knowledge can access the curriculum more effectively. 2. Consistent Implementation Walkthrus offer a standardised approach to teaching across schools, ensuring disadvantaged pupils experience high-quality instruction, regardless of their teacher or school setting. 3. Focus on Retrieval Practice By embedding techniques such as <i>Retrieval Practice</i> and <i>Worked Examples</i>, Walkthrus help disadvantaged pupils retain and consolidate knowledge, addressing gaps caused by interrupted learning. 4. Improving Vocabulary and Oracy Walkthrus such as <i>Modelling and Questioning</i> can explicitly target spoken language development, helping to close gaps in vocabulary and communication skills often seen in disadvantaged pupils. 5. Personalised Coaching The Walkthrus model supports teachers in refining their practice through regular coaching, ensuring targeted interventions are applied consistently to meet the needs of disadvantaged learners. <p>By embedding Walkthrus into CPDL, teachers can systematically address barriers faced by disadvantaged pupils, ensuring equitable access to learning opportunities.</p>	<p>1,3</p>

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

Budgeted cost: £19,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPDL for support staff on phonics, number fluency, BLP and Walkthrus.</i>	Targeted CPDL in phonics and number fluency equips support staff with the skills to deliver high-quality, evidence-based interventions. This ensures consistent reinforcement of foundational literacy and numeracy skills for pupil premium children, addressing gaps in their learning. By enhancing staff expertise, interventions become more precise and impactful, fostering accelerated progress and enabling disadvantaged pupils to achieve parity with their peers.	1

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

Budgeted cost: £ 19,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral support – Providing an additional layer of support for families and children.</i>	<ol style="list-style-type: none"> 1. Enhanced Emotional Well-being: Pastoral Workers provide children with a trusted adult to discuss their concerns, helping them build emotional resilience and improve their readiness to learn. 2. Family Engagement: By acting as a bridge between school and home, Pastoral Workers support families in overcoming barriers to engagement, such as attendance issues or accessing additional services. 3. Targeted Interventions: They identify and address specific challenges faced by vulnerable pupils, such as social and emotional difficulties or behavioural needs, ensuring these children receive tailored support. 4. Improved Attendance and Achievement: Their proactive work with families on attendance and punctuality helps reduce absenteeism, ensuring children have consistent access to learning opportunities. 	1,2

	<p>5. Building Community Connections: Pastoral Workers often liaise with external agencies, ensuring families access wider resources.</p>	
<p><i>Learning champions programme which targets children to engage in wider curriculum activities, especially community-related opportunities.</i></p>	<p>Learning Champions programmes play a transformative role in supporting disadvantaged children and addressing inequalities within society by:</p> <ol style="list-style-type: none"> 1. Targeted Support for Disadvantaged Pupils: Learning Champions provide personalised guidance and encouragement, helping to bridge learning gaps and ensuring disadvantaged children can access the same opportunities as their peers. 2. Role Models for Aspiration: Learning Champions often serve as relatable role models, inspiring children to aim higher by demonstrating what is possible through perseverance and education. 3. Building Confidence and Engagement: These programmes foster confidence by offering tailored interventions that meet individual needs, helping children re-engage with their learning and develop a sense of belonging. 4. Strengthening Social Mobility: By focusing on educational attainment and skills development, Learning Champions equip disadvantaged pupils with the tools needed to overcome societal barriers and improve their life chances. 5. Addressing Inequalities Beyond Academics: Learning Champions support children in developing key life skills, including resilience, communication, and collaboration, which are critical for thriving in society. 6. Community Impact: By empowering disadvantaged children, these programmes contribute to breaking cycles of poverty and inequality, fostering a more equitable and inclusive community. <p>Learning Champions programmes demonstrate the power of focused, consistent support in transforming the educational experiences and long-term out-comes of disadvantaged children.</p>	<p>1,2,3</p>

<p><i>Providing support financially in ensuring children engage in activities and experiences across the school.</i></p>	<p>Supporting pupil premium children financially to access experiences ensures equity and enriches their development:</p> <ol style="list-style-type: none"> 1. Equal Opportunities <ul style="list-style-type: none"> ○ Removes barriers to participation in trips, activities, and resources. ○ Promotes inclusivity and a sense of belonging. 2. Academic Impact <ul style="list-style-type: none"> ○ Enhances engagement and learning by providing real-world contexts. ○ Sparks curiosity, boosting motivation and performance. 3. Cultural Capital <ul style="list-style-type: none"> ○ Broadens horizons and bridges gaps in experiences. ○ Prepares children with skills and knowledge for future success. 4. Social and Emotional Development <ul style="list-style-type: none"> ○ Builds confidence and resilience. ○ Improves well-being through enjoyable, enriching experiences. 5. Long-Term Benefits <ul style="list-style-type: none"> ○ Raises aspirations and supports social mobility. ○ Closes gaps, enabling disadvantaged pupils to thrive alongside peers. <p>Providing access to enriching opportunities empowers pupils, improves outcomes, and helps build well-rounded, confident individuals.</p>	<p>1,2,3</p>
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Total budgeted cost: £ 76450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Pilton Bluecoat Academy, outcomes for disadvantaged pupils are evaluated using a range of measures, combining internal data from Years 3, 4, and 5 with national data to monitor the closing of attainment gaps across a child's school journey.

1. Children are emotionally and socially prepared for learning in a structured classroom setting.

IAAR reviews report a strong sense of behaviour and engagement across all pupil groups, regularly assessed as 'strong' using the new Ofsted framework. The new support plans align with emotional preparedness as does the regular learning champions provision. Children report high degrees of happiness in school and incidents of social disagreement have significantly reduced on CPOMS.

2. All pupils experience a wide range of opportunities that reflect the aspirations and diversity of modern Britain. Whilst widening their global horizons.

Pupil premium spend has heavily subsidised enrichment activities including music tuition, termly 'big events' and residential. These 'beyond curriculum' moments are aspirational in nature and widen the gaze of children who would not have the means to access this enrichment without the PP subsidisation.

3. Attendance rates for disadvantaged pupils are in line with their peers.

Attendance remains a high priority and the school is unrelenting in its approach to monitoring and addressing poor attendance. Even more provision for monitoring these cycles of poor attendance has been created. The data remains stubbornly below our expectations but is improving.

4. The gap in spoken language skills has been significantly reduced.

The school has 21 EAL pupils and significant numbers of DLD to address. Phonics data shows pupils with a high degree of fluency once catch up programmes are delivered. Reviews demonstrate a high degree of oracy in the classroom. Children are encouraged to deliver their understanding through articulation more readily and teachers report a reduced gap between language skills in the classroom.