



Landewednack CP School Primary Disadvantage Strategy Academic Year 2025-2028

Vision statement

Every single child gets every single chance to succeed. Our motto is:

Believe, Achieve, Shine.

Believe - We believe **all** children are entitled to be a part of a safe, welcoming, nurturing school community, where every single child is given support, encouragement and every opportunity to learn. Children will believe in themselves and have a strong, positive mindset and work ethic and so, will be successful.

Achieve - We are determined **all** children will experience high quality teaching and learning that develops their curiosity, resilience and aspirations. Children will have the skills and determination to achieve within and beyond our challenging curriculum.

Shine - We want **all** children at Landewednack to love learning; feel challenged and successful; have fun; and be confident and active members of the community

. Children will develop the academic, social and life skills that they need to thrive throughout their school career and their lives

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

The strategy outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Landewednack CP School |
| Number of pupils in school | 76 |
| Proportion (%) of pupil premium eligible pupils | 17% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025/26 2026/27 2027/28 |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Louise Jones |
| Pupil premium lead | Louise Jones |
| Governor / Trustee lead | LMC Pupil Premium Lead: Rachel Holder |

Funding overview

| Detail | Amount 2025-2026 | Amount 2026-2027 | Amount 2027-2028 |
|---|---------------------|---------------------|---------------------|
| Pupil premium funding allocation this academic year | £21,510 | | |
| Recovery premium funding allocation this academic year | £0 | | |
| 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 | £21,510 | | |

TPAT approach to supporting disadvantaged pupils:

Addressing disadvantage is not about supporting pupils to 'escape' their lives. It is about ensuring they have agency and choice and access to opportunity to make a positive contribution. (to school and community).

As a trust we are committed to ensuring that our strategy raises the outcomes for our pupils from disadvantaged backgrounds. In writing this paper guidance has been taken from the EEF research, the DFE approach to pupil premium and OFSTED.

The DFE highlights a 3-tier approach which our trust strategy is based on. All the initiatives that we suggest supporting schools are based on research which is evidenced below.

Part A: Pupil premium strategy plan

Statement of intent

At our school, our aim is to ensure that every pupil, regardless of their background or the challenges they face, makes strong progress and reaches high standards in all areas of learning. The focus of our Pupil Premium strategy is to provide targeted support for disadvantaged pupils, helping them to achieve ambitious academic outcomes.

We understand that some pupils face additional challenges, such as those with a social worker or young carers, and we are committed to providing the support they need to overcome these barriers. Our approach is designed to meet the needs of all our pupils, ensuring that they are given every opportunity to succeed, regardless of their circumstances.

Our approach is designed to support all pupils, whether disadvantaged or not, with a focus on high-quality, 'quality-first' teaching. This ensures that disadvantaged pupils receive the specific support they need, helping to close the attainment gap while benefiting all pupils. Our strategy is based on robust diagnostic assessments, addressing both common challenges and individual needs. By focusing on targeted interventions and continuous support, we aim to sustain and improve the progress of both disadvantaged and non-disadvantaged pupils. Each approach we adopt complements the others, working together to help all pupils achieve their full potential.

To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupil outcomes and raise expectations of what they can achieve.
- Act early to provide support once a need has been identified.
- Eliminate the attainment gap between children who are in receipt of Pupil Premium funding and their peers
- Address non-academic barriers to attainment such as attendance, behaviour and cultural capital.
- Ensure that the Pupil Premium funding reaches pupils who need it the most, with the recognition that not all children who are socially disadvantaged are registered or qualify for free school meals

At Landewednack, equity is paramount; all staff empower children to be their best; they ensure that every child is treated fairly and is enabled to succeed in their attainment, wellbeing, opportunities and in realising their aspirations.

Challenges

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

| | Detail of challenge |
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| 1 | <p><u>Attainment</u></p> <p>Data:</p> <p>KS2 Data: Combined Expected Standard 71% - Pupil Premium 2/4 (50%)</p> <p>KS2 Data: combined meeting Greater Depth Standard 21% Pupil Premium 1/ 4 (25%)</p> <p>Writing data for children who are in receipt of pupil premium is 50%. Although these pupils made accelerated progress in writing, their handwriting and spelling was a barrier to achieving NARE. For the other 50%, grammar, punctuation and spelling (GPS) was a barrier to achieving GDS. There must be a strong focus on grammar and foundational skills for all pupils to achieve NARE in writing.</p> <p>Phonics data: 75% = Pupil Premium 0/2</p> <p>Our phonics data for children who are in receipt of Pupil Premium funding has been well above average since 2022 (100% since 2022); however, this year 0 out of 2 children passed the screening. Emotional, language and bespoke age and stage curriculum adaptations are needed.</p> <p>Early identification of Social and emotional need through screening and support at an early age will enable us to support children to thrive and access their learning successfully; early language screening and developing oracy will also have an impact on learning later.</p> <p>Children achieving a good level of development (GLD) at the end of Reception: 70% (Pupil premium 100%)</p> <p>Although all children eligible for Pupil Premium achieved GLD, analysis of the key areas of learning showed that pupils scored lower in communication and language and personal, social and emotional development. We need to ensure we prioritise language development, emotional support and foundational skills in the early years.</p> |

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| | <p>Some children who are eligible for Pupil Premium funding have reduced breadth of vocabulary e.g. on entry to EYFS. They face significant vocabulary gaps and underdeveloped oracy skills, limiting their ability to engage with the curriculum, express ideas confidently and achieve their academic potential.</p> <p><i>Focus needed: Language development, reading, foundational skills (handwriting, spelling), and social and emotional support are a priority.</i></p> |
| 2 | <p><u>Attendance and Punctuality</u></p> <p><u>2024-2025</u></p> <p>Data: Attendance for all 2024/2025: 95.5%</p> <p>Attendance for children who are in receipt of Pupil Premium funding: 95.9%</p> <p>Attendance for children who are not in receipt of Pupil Premium funding 94.5%</p> <p>% of children who are in receipt of Pupil Premium funding who are persistently absent: 15%</p> <p>% of children who are in receipt of Pupil Premium funding who need support with punctuality: 15%</p> <p>Across the school, a small number of children eligible for pupil premium had significant absence last year due to emotional based refusal.</p> <p>interventions are in place and attendance has improved in Summer '25 and Autumn '25). These and new (disadvantaged) joiners have emotional support, fast track tutoring and 'live' feedback to ensure rapid progress. We need to ensure support and interventions are leading to accelerated progress for those children who miss or have missed time in school.</p> <p><i>Focus needed: Emotional /tis support, fast track tutoring /'live continual feedback to move learning forward'</i></p> |

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| 3 | <p><u>Behaviour and Engagement</u></p> <p>Data: see CPOMS log, a number of children who are in receipt of Pupil Premium funding are receiving lunchtime sanctions and suspensions.</p> <p>There is a greater percentage of children who are in receipt of Pupil Premium fundings having lunchtime sanctions. There is also a higher correlation as the children move into upper KS2.</p> <p>Teacher feedback on pupils' levels of engagement and participation / lessons/ observations from leaders indicates that some children who are in receipt of Pupil Premium funding have lower levels of engagement in lessons than their peers.</p> <p><i>Focus needed: Emotional /tis support, fast track tutoring/packages/adaptations to lessons to accomodate their need</i></p> |
| 4 | <p><u>Engagement in enrichment activities</u></p> <p>We are committed to raising the aspirations of all pupils, with a particular focus on those eligible for pupil premium. Many of our children face barriers to accessing enrichment opportunities due to the school's demographic of predominantly White Cornish, the remote location of our school, limited public transport, and a lack of diverse local amenities. As a result, pupils often have fewer chances to broaden their horizons through clubs, sporting events, music, and cultural experiences.</p> <p>Our strategy aims to increase pupils' cultural capital by providing equitable access to enrichment opportunities that inspire ambition and open pathways to future educational possibilities. We will create and promote opportunities that enable all children to participate in clubs, events, and wider cultural experiences, ensuring that access is fair and inclusive regardless of background or circumstance.</p> <p>Through pupil conferencing, children have articulated that they would like to attend more after school clubs, but there are barriers such as transport, multiple siblings and cost</p> <p><i>Focus needed: access to clubs, visits opportunities and experiences to increase cultural capital</i></p> |

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 |
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| <u>Challenge 1</u> Children who are pupil Premium have a combined measure at end of KS2 which increases year on year | <p>Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium:</p> <ul style="list-style-type: none"> - By the end of 2025/2026, all year groups will achieve 72% in RWM PP 2/3 - By the end of 2026/2027, all year groups will achieve 75% in RWM PP 2/2 - By the end of 2027/2028, all year groups will achieve 78% in RWM PP 2/2 - - By the end of 2025/2026, all year groups will achieve 100% in phonics 1/1 - By the end of 2026/2027, all year groups will achieve 100% in phonics 1/1 - By the end of 2027/2028, all year groups will achieve 100% in phonics 2/2 - - By the end of 2025/2026, Reception children will achieve GLD PP 1/1 - By the end of 2026/2027, Reception children will achieve GLD PP 2/2 - By the end of 2027/2028, Reception children will achieve GLD PP 2/2 <p>Pupils eligible for Pupil Premium will be making a level progress within the academic year on the language screening assessment (eg red to amber, amber to green).</p> <p>Pupils will have a rapid recall of number facts; they will be able to spell age related words and apply this in their writing. Pupils in receipt of PPG achieve GPS outcomes in line with their peers and National Expectations.</p> <p><i>Monitored by LMC, SLT, Data leader in half termly progress meetings</i></p> |
| <u>Challenge 2</u> Children who are Pupil Premium | <p>Attendance for both non-PP children and PP children will be above 96%</p> <p>The number of children who are Pupil Premium who are persistently absent will be less than 8%</p> |

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| <p>attend school as often as children who are not entitled to Pupil Premium</p> | <p>There will be less than 4 % of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school.</p> <p>There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy.</p> <p>There will be a reduced number of disadvantaged families receiving fixed penalty notices.</p> <p><i>Monitored by Attendance Officer and SLT in fortnightly meetings</i></p> |
| <p><u>Challenge 3</u></p> <p><u>Behaviour and Engagement</u></p> <p>Children who are in receipt of Pupil Premium funding have at least the same behaviour and engagement standards as their peers</p> | <p>Children who are in receipt of Pupil Premium funding have lunchtime sanctions reduced to under 4% per year – strategies will be in place for ensuring that children have positive break and lunchtimes</p> <p>Children who are in receipt of Pupil Premium funding have incidents recorded on CPOMS reduced to under 10% per year.</p> <p>Through observations, classrooms are calm, orderly and organised. Seating plans are well thought out and intentional to ensure success for children.</p> <p>Coaching is in place, with a focus on raising engagement and behaviour for all children.</p> <p>There will be no children who are in receipt of Pupil Premium funding who have suspensions / internal suspensions</p> <p>Monitoring of pastoral support case load / Early Interventions of children who are in receipt of Pupil Premium funding</p> <p>WALKTHRU strategies are in place to support teachers with high expectations on behaviours and relationships</p> <p>Sustained levels of emotional wellbeing are evidenced – this will impact attendance, confidence and resilience in learning and behaviour.</p> <p><i>Monitoring by SLT, Behaviour lead, Pedagogy lead, LMC termly LMC reporting</i></p> |
| <p><u>challenge 4</u></p> <p><u>Experiences to broaden social/ cultural capital and aspiration</u></p> | <p>Our 'LifeWise' curriculum will include enrichment opportunities and will enable pupils to develop a deep and detailed understanding of concepts around culture and diversity,</p> |

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| <p>Children who are in receipt of Pupil premium funding have high aspirations for their future and a knowledge and understanding of opportunities outside of school and home life</p> | <p>Extra-curricular opportunities offered are varied- disadvantaged pupils access to these are prioritised.</p> <p>100% of children who are in receipt of Pupil Premium funding attend at least 1 weekly after school club (and have sustained participation). Spaces are reserved for children and parents are contacted quickly by teachers.</p> <p>100% of children who are in receipt of Pupil Premium funding attend at least 1 residential in their time at our school. Spaces are reserved for children and parents are contacted quickly by teachers.</p> <p>100% of children who are in receipt of Pupil Premium have a leadership role in the academic year (Reading champion, school council, monitors). Children are supported by school staff in preparing for presentations / speeches etc.</p> <p>Budget is allocated to support children with wider opportunities. Personal development curriculum is well sequenced and accessible on the website – this is referred to in meetings with parents of children who are in receipt of Pupil Premium funding.</p> <p>100% of children who are in receipt of Pupil Premium funding mapped our visits to museums, galleries and theatres and are involved in enrichments programmes and visitors in school – see Personal Development curriculum.</p> <p>100% of children who are in receipt of Pupil Premium funding have a structured entitlement to SMSC and character education – see Personal Development curriculum.</p> <p><i>Monitored by SENDCO, SLT, Personal Development leader, LMC in termly LMC meetings</i></p> |
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Activity in this academic year

Teaching: minimum 50% of budget (for example, CPD, recruitment and retention)

| Activity | Evidence that supports this approach Challenge number(s) addressed | |
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| Incremental coaching | <p>To maintain high quality teaching, CPD must be embedded.</p> <p>Incremental coaching is a coaching approach where progress is made step by step, focusing on small, manageable improvement over time. It focuses on gradual growth, continuous feedback, sustainability and confidence building.</p> <p>The TPAT Pedagogy Project/Model, based on WALKTHRUS focuses on a specific area of teaching each half term.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - Rosenshine's Principles of Instruction https://www.aft.org/sites/default/files/Rosenshine.pdf - EEF: Teaching & Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit | 1 |
| Primary Assessment Strategy | <p>Termly NfER Reading assessments and maths.co are used, analysed and inform future learning.</p> <p>Use of INSIGHT</p> <p>Trust aligned pupil progress meetings to review pupil premium progress and provide intervention.</p> <p>Accurate assessment which identifies areas of strengths and areas where pupils need additional support</p> <p>Assessment is robust and provides quantitate measures and accurate indicative prediction of KS2 SATS outcomes.</p> <p>Summative assessments are reliable in providing timely information about the progress of individual pupils and cohorts, in relation to others</p> <p>Assessments allow progress to be tracked over time</p> <p>Assessments are used to measure the impact of interventions</p> <p>Padlet is used to highlight progress/next steps</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> -EEF : making use of diagnostic assessment https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment | 1 |

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| Improve the quality of and support teachers in a range of retrieval techniques | <p>Retrieval practice has been shown to be one of the most effective ways to help children learn; it can help them to transfer learning from short to long-term memory</p> <p>https://journals.sagepub.com/doi/pdf/10.1177/1475725720973494</p> | 1 |
| Digital pedagogy for the Advantage Project | <p>IPad use in digital pedagogy in Primary schools impact positively on attainment. It focuses on equity (reducing barriers for children), engagement (boosting motivation and retention), personalised learning (supporting diverse learning needs), creativity (encouraging innovative thinking and expression), parental Involvement (strengthens home-school connection).</p> <p><u>Evidence:</u></p> <p>EEF: Harnessing the potential of EdTech:</p> <p>https://educationendowmentfoundation.org.uk/news/eff ectiveness-of-edtech-reflections-from-new-review</p> <p>EEF: Using Technology to improve learning</p> <p>https://educationendowmentfoundation.org.uk/education -evidence/guidance-reports/digital</p> | 1 |
| Access to NPQs programme & professional development programme for support staff | <p>Having well trained teachers will affect the attainment of all children. CPD has an effect size (0.09) comparable to giving a teacher 10 years' experience. [epi.org.uk].</p> <p>Improving retention of skilled teachers, especially in challenging schools, ensuring consistency and stability for disadvantaged learners. [epi.org.uk]. Empowering teachers to better support pupils with complex needs, leading to more inclusive and effective classroom practice.</p> <p>[researchsc...ool.org.uk]</p> <p><u>Evidence:</u></p> <p>About us – The National Institute of Teaching</p> <p>Educational Policy Institute - The effects of high quality professional development on teachers and students</p> <p>https://epi.org.uk/publications-and-research/effects-high -quality-professional-development/</p> <p>EEF: SEN In Mainstream Schools</p> <p>Special Educational Needs in Mainstream Schools EEF</p> | 1, 2 |
| Improve the quality and consistency of | Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers | 1, 2 |

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| maths teaching through ongoing training, coaching and CPD | also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 | |
| ShREC to support EYFS | ShREC is a framework to support high quality adult-child interactions, especially during play and learning activities: Share attention, respond, Expand, connect <u>Evidence:</u> https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach | 1, 2 |
| Agenda in PPA time / Staff training / SLT | Having the discussion about children who are in receipt of Pupil Premium funding scheduled into an agenda, raises the profile of the children as individuals, their attainment, as well as their relationships, safeguarding, behaviour and engagement with school and their peers. This shows visible leadership and commitment, as well as a culture of high expectations. <u>Evidence</u> DFE https://assets.publishing.service.gov.uk/media/5a7f20340f0b62305b853ac/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf EEF: https://educationendowmentfoundation.org.uk/using-pupil-premium Hampshire services: https://leadership.hias.hants.gov.uk/pluginfile.php/5746/mod_resource/content/1/HIAS%20Moodle+%20Evaluating%20the%20impact%20of%20Pupil%20Premium%20funding%20in%20your%20school.pdf | 1,2, 3, 4 |
| Attendance rewards | These rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture. <u>Evidence</u> Attendance works https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf EEF Attendance and reading | 1, 2 |

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| | https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools | |
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Targeted academic support : maximum 25% of budget (for example, tutoring, 1:1 support, structured interventions))

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Small group nurture and SEMH interventions e.g. TIS, Thrive, Wild Tribe | <p>These programmes improve self-regulation, resilience and emotional wellbeing. There are studies which also show that those who attend Forest school outperform those who don't academically. It gives targeted support for children with ACES, also impacting on attendance.</p> <p><i>Evidence:</i></p> <p>Trauma Informed Schools UK https://www.thriveapproach.com/</p> <p>Early child developmental and care: forest schools https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.1446430</p> <p>EEF Outdoor Learning Experiences https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/outdoor-adventure-learning</p> <p>Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>SEMH Interventions including Emotional Literacy Support Assistant (ELSA) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 1, 2, 3 |
| Pastoral support | https://www.gov.uk/guidance/supporting-pupils-wellbeing#providing-pastoral-support | 1, 2, 3 |
| Wellbeing and mental health interventions | https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges | |
| Parent support groups/meetings | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | |

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| Draw & Talk Sessions Emotion Coaching | | |
| Targeted deployment of teaching assistants | <p>Deployment of TAs in the classroom improves academic progress (esp in literacy and early years), support emotional regulation, inclusion and engagement and reduces teacher workload and improves classroom management</p> <p><i>Evidence:</i></p> <p>-EEF: Deployment of teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>DfE: Deployment of Teaching assistants https://assets.publishing.service.gov.uk/media/5d1397fc40f0b6350e1ab56b/Deployment%20of%20teaching%20assistants%20report.pdf</p> | 1, 2, 3 |
| Deployment of iPads to support home learning | <p>There is growing evidence to support using iPads to support homelearning. There is academic gains, higher levels of engagement, equity and pedagogical support.</p> <p><i>Evidence:</i></p> <p>Teaching and Learning Toolkit EEF Apple Education support https://www.apple.com/education/docs/ipad-mac-in-education-results.pdf</p> | 1 |
| Use of key apps & online programme– iMovie/keynote /everyone can create materials/ TTRS | <p>There is evidence starting to gather that TTRS can improve educational outcomes for disadvantaged children/ There could be improved maths fluency, increased engagement and potential to close gaps. This is the same for other educational Apps or online platform</p> <p><i>Evidence:</i></p> <p>TTRS https://ttrockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf</p> | 1, 2 |
| Language buildings activities (storytelling, story baskets, rhyming games and songs, role play, I spy, | <p>These games all develop vocabulary, expressive language, sequencing and language building activities. They also develop empathy, confident and communication.</p> <p><i>Evidence</i></p> <p>EEF: Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Reach out and read</p> | 1, 3 |

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| | <p>https://reachoutandread.org/article/intervention-research-to-improve-language-learning-opportunities-and-address-the-inequities-of-the-word-gap/</p> <p>Nuffield Early Intervention (NELI)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>Talk Boost</p> <p>https://ican.org.uk/training-licensing/talk-boost-ks1/</p> | |
| Targeted English and Maths interventions e.g. RWI / Number Sense, Third Space Learning, Improving Working memory | <p>Many targeted programmes include a structured teaching of strategies, focus on vocabulary and improve fluency in both English and maths.</p> <p>Evidence:</p> <p>Literacy Trust</p> <p>https://literacytrust.org.uk/programmes/interventions/</p> <p>Parliament</p> <p>https://publications.parliament.uk/pa/cm5901/cmselect/cmpubacc/365/report.html</p> <p>Third Space Learning</p> <p>https://thirdspacelearning.com/blog/primary-school-interventions/</p> <p>Small Group Phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> | 1, 2 |
| Attendance support | <p>Attendance rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture.</p> <p>TPAT Attendance Policy and the Tiered approach supports individual families with attendance</p> <p>Evidence</p> <p>DFE</p> <p>https://www.gov.uk/government/publications/link-between-attendance-and-attainment</p> <p>Attendance works</p> <p>https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf</p> <p>Attendance Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> | 1, 2 |

Wider strategies: maximum 25% of budget (for example, related to attendance, behaviour, wellbeing)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Financial support for residential, trips and visits | <p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - EFF: Closing the Attainment Gap https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap | 1,2, 3, 4 |
| Extracurricular clubs (employing provider/ TA for dance, gardening etc) | <p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p><u>Evidence:</u></p> <ul style="list-style-type: none"> - EFF: Closing the Attainment Gap https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap Nuffield: After school clubs https://www.nuffieldfoundation.org/news/out-of-school-activities-improve-childrens-educational-attainment | 1, 2, 4 |
| Wild Tribe, Landewednack Dozen | <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_disadvantaged_pupils.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> | |
| TPAT attendance strategy | The TPAT attendance policy offers support to families and to school to ensure high attendance the Tiered approach is tracked rigorously and it supported by the TPAT inclusion team. | 1, 2, |

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| | <p><u>Evidence:</u></p> <p>Attendance - TPAT ConnectED/ https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> | |
| Funding children for breakfast club | <p>Where Breakfast clubs are a part of wrap around care, children who are PP may get offered a place free of charge. This sets the children up for the day with a calm sense of belong and needs met.</p> <p><u>Evidence:</u></p> <p>Benefits of Breakfast Club https://www.gov.uk/government/case-studies/benefits-of-breakfast-clubs</p> | 1, 2, 3 |
| Tracking of Personal development | <p>Tracking personal development can increase educational outcomes by identification of barriers to learning, improved attendance and behaviour, identifying interventions</p> <p><u>Evidence:</u></p> <p>NGA: Widening the Lens toolkit https://www.nga.org.uk/media/ypchvl3f/nao-study-supporting-the-attainment-of-disadvantaged-children-in-educational-settings.pdf</p> <p>NFER tracking: supporting disadvantaged pupils https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-</p> <p>RS411 Supporting the attainment of disadvantaged pupils - briefing for school leaders.pdf</p> | 1, 2, 3, 4 |
| Music Hub/ music clubs and experiences | <p>Evidence shows that learning an instrument gives academic gains (esp in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field)</p> <p><u>Evidence:</u></p> <p>EEF: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Cambridge University Press https://www.cambridge.org/core/journals/british-journal-of-music-education/article/does-learning-to-play-an-instrument-have-an-impact-on-change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB</p> | 1, 2 |

| | | |
|---------------------|--|---------|
| Parental Engagement | <p>There is growing evidence to show that increased parental engagement can increase academic gains (esp in literacy and Early Years development) and social-emotional growth.</p> <p><u>Evidence:</u></p> <p>EEF: Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p> <p>NFER: Narrowing the Gap https://www.nfer.ac.uk/media/pwajjzq3/oupp02.pdf</p> <p>Reach Schools - The home of Reach Schools in West London/ Parental engagement EE</p> | 1, 2, 3 |
|---------------------|--|---------|

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic year.

| Intended outcome | Success criteria | 25-26 | 26-27 | 27-28 |
|--|--|-------|-------|-------|
| <u>Challenge 1</u> <u>Attainment</u> Children who are pupil Premium have a combined measure at end of KS2 which increases year on year | <p>Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium:</p> <ul style="list-style-type: none"> - By the end of 2025/2026, all year groups will achieve 72% in RWM PP 2/3 - By the end of 2026/2027, all year groups will achieve 75% in RWM PP 2/2 - By the end of 2027/2028, all year groups will achieve 78% in RWM PP 2/2 - - By the end of 2025/2026, all year groups will achieve 100% in phonics 1/1 - By the end of 2026/2027, all year groups will achieve 100% in phonics 1/1 - By the end of 2027/2028, all year groups will achieve 100% in phonics 2/2 - - By the end of 2025/2026, Reception children will achieve GLD PP 1/1 - By the end of 2026/2027, Reception children will achieve GLD PP 2/2 - By the end of 2027/2028, Reception children will achieve GLD PP 2/2 <p><i>Monitored by LMC, SLT, Data leader in half termly progress meetings</i></p> | | | |
| <u>Challenge 2</u> <u>Attendance</u> Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium | <p>Attendance for both non-PP children and PP children will be above 96%</p> <p>The number of children who are Pupil Premium who are persistently absent will be less than 8%</p> <p>There will be less than 4 % of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school.</p> <p>There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy.</p> | | | |

| | | | |
|--|--|--|--|
| | <p>There will be a reduced number of disadvantaged families receiving fixed penalty notices.</p> <p><i>Monitored by Attendance Officer and SLT in fortnightly meetings</i></p> | | |
| <p><u>Challenge 3</u></p> <p><u>Behaviour and Engagement</u></p> <p>Children who are in receipt of Pupil Premium funding have at least the same behaviour and engagement standards as their peers</p> | <p>Children who are in receipt of Pupil Premium funding have lunchtime sanctions reduced to under 4% per year – strategies will be in place for ensuring that children have positive break and lunchtimes</p> <p>Children who are in receipt of Pupil Premium funding have incidents recorded on CPOMS reduced to under 10% per year.</p> <p>Through observations, classrooms are calm, orderly and organised. Seating plans are well thought out and intentional to ensure success for children.</p> <p>Coaching is in place, with a focus on raising engagement and behaviour for all children.</p> <p>There will be no children who are in receipt of Pupil Premium funding who have suspensions / internal suspensions</p> <p>Monitoring of pastoral support case load / Early Interventions of children who are in receipt of Pupil Premium funding</p> <p>WALKTHRU strategies are in place to support teachers with high expectations on behaviours and relationships</p> <p>Sustained levels of emotional wellbeing are evidenced – this will impact attendance, confidence and resilience in learning and behaviour.</p> | | |
| <p><u>Challenge 4</u></p> <p><u>Experiences to broaden social/ cultural capital and aspiration</u></p> <p>Children who are in receipt of Pupil premium funding have high aspirations for their future and a knowledge and understanding of opportunities outside of school and home life</p> | <p>100% of children who are in receipt of Pupil Premium funding attend at least 1 weekly after school club (and have sustained participation). Spaces are reserved for children and parents are contacted quickly by teachers.</p> <p>100% of children who are in receipt of Pupil Premium funding attend at least 1 residential in their time at our school. Spaces are reserved for children and parents are contacted quickly by teachers.</p> <p>100% of children who are in receipt of Pupil Premium have a leadership role in the academic year (Reading champion, school council, monitors). Children are supported by school staff in preparing for presentations / speeches etc.</p> <p>Budget is allocated to support children with wider opportunities.</p> <p>Personal development curriculum is well sequenced and accessible on the website – this is referred to in meetings</p> | | |

| | | |
|--|---|--|
| | <p>with parents of children who are in receipt of Pupil Premium funding.</p> <p>100% of children who are in receipt of Pupil Premium funding mapped out visits to museums, galleries and theatres and are involved in enrichments programmes and visitors in school – see Personal Development curriculum.</p> <p>100% of children who are in receipt of Pupil Premium funding have a structured entitlement to SMSC and character education – see Personal Development curriculum.</p> | |
| | <p><i>Monitored by SLT / PP lead</i></p> | |

Good Level of Development

| | 2025 | 2026 | 2027 | 2028 |
|--------------|------|------|------|------|
| All children | 70% | | | |
| PP | 100% | | | |
| Non PP | 67% | | | |

Phonics

| | 2025 | 2026 | 2027 | 2028 |
|--------------|---------------------------|------|------|------|
| All children | 75% | | | |
| PP | 0% (case study available) | | | |
| Non PP | 75% | | | |

MTC

KS2 reading

| | 2025 | | 2026 | | 2027 | | 2028 | |
|--------------|------|-----|------|-----|------|-----|------|-----|
| | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| All children | 100% | 29% | | | | | | |
| PP | 100% | 25% | | | | | | |
| Non PP | 100% | 30% | | | | | | |

KS2 writing

| | 2025 | | 2026 | | 2027 | | 2028 | |
|--------------|------|-----|------|-----|------|-----|------|-----|
| | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| All children | 79% | 21% | | | | | | |
| PP | 50% | 25% | | | | | | |
| Non PP | 90% | 20% | | | | | | |

KS2 Maths

| | 2025 | | 2026 | | 2027 | | 2028 | |
|--------------|------|-----|------|-----|------|-----|------|-----|
| | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| All children | 93% | 36% | | | | | | |
| PP | 100% | 50% | | | | | | |
| Non PP | 90% | 30% | | | | | | |

KS2 COMBINED

| | 2025 | | 2026 | | 2027 | | 2028 | |
|--------------|------|-----|------|-----|------|-----|------|-----|
| | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS |
| All children | 71% | 21% | | | | | | |
| PP | 50% | 25% | | | | | | |
| Non PP | 80% | 20% | | | | | | |

Externally provided programmes - n/a

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|----------------------|-------------------------|
| Read, Write Inc. | Read, Write Inc. |
| Oxford Owl | Oxford University Press |
| TT Rockstars | Maths Circle |
| White Rose | White Rose |
| Third Space Learning | Third Space Learning |

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | This was put together with the total PP finding to focus in particular on tutoring and emotion coaching |
| What was the impact of that spending on service pupil premium eligible pupils? | Improvement in attendance Confident, regulated and able to access the curriculum Attainment (achieved in line with their peers) see data |

| Outcomes for 2024/2025 | |
|--|--|
| Challenge: Improve the quality and consistency of maths teaching through ongoing training, coaching and CPD | Strong teaching in maths and timely and effective interventions has led to high attainment in maths (see date) 100% of disadvantaged children achieved at least EXS in maths KS2 SATs |
| Challenge: Improve the quality and consistency of spelling teaching through ongoing training, coaching and CPD | Daily spelling sessions, use of TWS spelling programme and strong teaching in spelling has improved spelling and therefore writing achievements (see data). Although there has been an improvement, the teaching of foundational skills remains a priority Disadvantage writing- school 50% at national compared to National 59%, but note a very small cohort- (GDS in writing- school 25% -National 7%) made accelerated progress and achieved in all but handwriting / spelling (100% of disadvantaged achieved reading SATs) |
| Challenge: Emotional- based school avoidance | Although a small number of pupils are persistently absent due to EBSA, attendance has improved due to interventions and pastoral support (see attendance). This has had a positive impact on attainment. |
| Challenge: The demographic of the school and low aspirations limiting understanding of key themes i.e. culture and diversity | New, aspirational curriculum implemented, PPG used to increase pupils in receipt of PPG to sporting events linked to particular interests and skills, trips and opportunities eg residential to Exeter University increased aspirations of pupils with many making plans and choices for secondary school and beyond (pupil voice) |