



Truro and Penwith
Academy Trust

Primary Disadvantage Strategy

Academic Year 2025-2028

Reviewed JULY 2026

Truro & Penwith Academy Trust

Berrycoombe Primary



School overview

Detail: December 2025
School name: Berrycoombe Primary
Number of pupils in school: 166
Proportion (%) of pupil premium eligible pupils : 46% (78 of 166 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) 2025/26, 26/27, 27/28
Date this statement was published: December 2025
Date on which it will be reviewed: December 2028
Statement authorised by: C Robertson
Pupil premium lead: C Robertson
LMC / Trustee lead: Debbie Henderson

Funding overview

Detail	Amount 2025-2026	Amount 2026-2027	Amount 2027-2028
Pupil premium funding allocation this academic year	£120,922	£112,116	
Previously looked after Children	£6,838	£5,425	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£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	£127,760	£117,541	

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, achieves high standards across all areas of learning. Our Pupil Premium strategy is focused on providing targeted support for children who are in receipt of Pupil Premium funding to help them reach ambitious academic outcomes. We are committed to ensuring that all children who are in receipt of Pupil Premium funding are supported to achieve the highest outcomes possible and to thrive within a culture of high expectations.

We understand that some children may 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 children, whether in receipt of Pupil Premium or not, with a focus on high-quality, 'quality-first' teaching. This ensures that these children receive the specific support they need, helping to eliminate the attainment gap while benefiting all children. 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 children who are in receipt of Pupil Premium funding, and those who are not. Each approach we adopt complements the others, working together to help all children achieve their full potential.

To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for outcomes of children who are in receipt of Pupil Premium funding 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 children who need it the most, with the recognition that not all children who are socially disadvantaged are registered or qualify for free school meals*

The menu of approaches

You should select approaches from the menu, informed by your diagnosis of pupil need and what the evidence says is effective for improving their attainment, following steps 1 to 3 of the 5-step approach.

3 tiers	Approaches you can implement
High-quality teaching	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)
	Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment
Targeted academic support	One to one and small group tuition
	Peer tutoring
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
Wider strategies	Extended school time, including for summer schools
	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Breakfast clubs and meal provision
	Communicating with and supporting parents

Challenges

This section details the key challenges to achievement that TPAT schools have identified for our children who are in receipt of Pupil Premium funding.

	Detail of challenge																
1	<u>Attainment</u> Data: 2025- KS2 Data: reading, writing, maths, combined meeting Expected Standard 56% KS2 Data: reading, writing, maths, combined meeting Greater Depth Standard 0% MTC check 35% Internal assessment- December 2025 In receipt of PP funding- Internal Assessments indicate- reading, writing, maths, combined meeting Expected Standard 28% NOT in receipt of PP funding- Internal Assessments indicate- reading, writing, maths, combined meeting Expected Standard 52% In receipt of PP funding- Internal Assessments indicate- reading, writing, maths, combined meeting greater depth Standard 1% NOT In receipt of PP funding- Internal Assessments indicate- reading, writing, maths, combined meeting greater depth Standard 11% <i>The % of children who are in receipt of Pupil Premium funding attaining at age related expectation combined is below those who are not in receipt of this funding. This does not meet the schools standard and aspiration to match and exceed the national standard.</i> <i>Our phonics data for children who are in receipt of Pupil Premium funding has been steadily improving for the last 3 years; however, phonics is a critical component in the development of early reading skills and so it remains a key priority.</i> <table><tr><th></th><th>National Exp+</th><th>School All</th><th>Pupil Premium</th></tr><tr><td>2023</td><td>79%</td><td>71%</td><td>16%</td></tr><tr><td>2024</td><td>80%</td><td>66%</td><td>50%</td></tr><tr><td>2025</td><td>81%</td><td>68%</td><td>78%</td></tr></table> <i>Although this is above the National Average (% of pupil premium pupils who met the year 1 phonics screening test in 2025- 67%), it does not meet our school’s standard of aspiration for all and does not exceed the national average for all pupils.</i>		National Exp+	School All	Pupil Premium	2023	79%	71%	16%	2024	80%	66%	50%	2025	81%	68%	78%
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2	<u>Attendance and Punctuality</u> <u>2024-2025</u> Data: Attendance for all 2024/2025: 94.18% Attendance for children who in receipt of Pupil Premium funding: 93.05% Attendance for children who are not in receipt of Pupil Premium funding 95.08% % of children who are in receipt of Pupil Premium funding who are persistently absent: 18.99% % of children who are not in receipt of pupil premium who are persistently absent: 12.62% <i>There has been a year-on-year increase in our attendance since implementing the TPAT tiered approach, but we intend that children who are in receipt of Pupil Premium funding will attend as highly as their peers.</i>
3	<u>Behaviour and Engagement</u> Data: see CPOMS log, Number of children who are in receipt of Pupil Premium funding receiving additional support including from the nurture team- reactively, or as part of a planned pro-active intervention or session. <i>There is a greater percentage of children who are in receipt of Pupil Premium fundings who need additional support (often from the nurture team) to be ready to learn. This often involves reactive intervention when children are deregulated and proactive support including planned sessions targeting specific emotional needs (for example managing bereavement)</i> <i>There is a greater percentage of children who are in receipt of Pupil Premium fundings who need additional support through the school's alternative provision (the Nest and Mixed class)</i> <i>Teacher feedback on pupils' levels of engagement and participation / Lessons observations from leaders indicates that children who are in receipt of Pupil Premium funding have lower levels of engagement in lessons than their peers and often need additional support to be ready to learn</i>
4	<u>Speech and Language skills (including oracy and vocabulary)</u> Data:, Number of children being involved with Speech and Language Therapist, <i>There is a disproportionate number of pupils Eligible for pupil premium funding who have been identified through screening to require additional support from the SALT team and Speech and language programs.</i>
5	<u>School readiness</u> Data: Qualitative data on entry questionnaires, baseline assessment highlighting areas for children who are in receipt of Pupil Premium funding. <i>There is a greater number of children who are in receipt of Pupil Premium who need additional support on entry or in the early years of school particularly around communication and language.</i>
6	<u>Experiences to broaden social/cultural capital and aspiration</u> Data: Number of children who in receipt of Pupil Premium funding who are sustaining accessing clubs, trips and residential

	<i>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.</i>
7	<u>Parental engagement and support</u> Data: Number of children who are in receipt of Pupil Premium funding whose parents/carers attend progress meetings, family learning sessions Data: Number of children who are in receipt of Pupil Premium funding who do not read regularly at home or do not access online platforms for home learning <i>Homework completion analysis by class teachers shows that there has been a decrease in the number of children who are in receipt of Pupil Premium funding completing homework.</i> <i>Parents of number of children who are in receipt of Pupil Premium funding have a lower rate of attendance at parent meetings and information evenings. This may mean that some pupils receive less support from home with their education, for example parents may not have the information or skills to be able to provide support. Low attendance at low stakes activities where families are invited in may also highlight feelings of a lack of belonging and attachment to the setting.</i>

Intended outcomes

This section explains the outcomes our school is aiming for **by the end of our current strategy plan**, and how we will evaluate whether these have been achieved.

Intended outcome	Success criteria
<u>Challenge 1</u> <u>Attainment</u> Children who are in receipt of Pupil Premium funding have improved outcomes at the end of KS2. These are increasing year on year, more rapidly than their peers.	Internal and external data will evidence incremental increases in attainment for all children in receipt of Pupil Premium funding: - By the end of 2025/2026, all year groups will achieve 51% in RWM - 2025-206 review- - ARE RWM- Homegrown- (actual 38%) (PP actual 30%) - There is also a statistically higher than expected % of children with SEND. - ARE RWM – Homegrown minus SEND - (actual 49%) (PP actual 39%) Our data is significantly impacted by mobility- 15 new arrivals in 2024-25 (75% below expected). If the cohort remained static, we would target 20% of below expected children to transition to ARE each year to bring us in line with national expectations in 2027/2028 <i>Monitored by Maths and literacy leader, data leader, LMC and SLT – half termly progress meetings</i>
<u>Challenge 2</u> <u>Attendance and Punctuality</u> Children who are eligible for Pupil Premium funding have high attendance and arrive to school on time	Attendance for children who are in receipt of Pupil Premium funding, and those who are not, are both above National Average 94.8% (as of December 2025). The number of children who are in receipt of Pupil Premium funding, who are persistently absent is less than 16% with an aspiration that every family is supported and this reduces to 0%. There will be less than 1 % of children who are in receipt of Pupil Premium funding who are recorded as regularly arriving late for school. There will be a reduced number of children who are in receipt of Pupil Premium funding, at Tier 1 / Tier 2 / Tier 3 of the Attendance Strategy. There will be a reduced number of parents of children who are in receipt of Pupil Premium funding, receiving fixed penalty notices. - 2025-206 review- - In 2025-2026 there were 7 children in exceptional circumstances (92.1%). This significantly impacted overall attendance . Our overall attendance minus these 7 children was 94.6% broadly in line with national (Nat 94.7%) - Attendance among PP pupils was 89.8%. PP pupil attendance minus the 7 pupils in exceptional circumstances was 93.1% <i>Monitored by Attendance Officer and SLT in fortnightly meetings</i>
<u>Challenge 3</u> <u>Behaviour and Engagement</u> Children who are in receipt of Pupil Premium funding have at least the same behaviour and engagement standards as their peers	Class teachers report that Children who are in receipt of Pupil Premium funding are increasingly ready to learn. There is a reduction for Children who are in receipt of Pupil Premium funding who have incidents recorded on CPOMS reduced Through observations, classrooms are calm, orderly and organised. Seating plans are well thought out and intentional to ensure success for children. Coaching is in place, with a focus on raising engagement and behaviour for all children. STEPLAB is used as a platform to record and coach. There number of children in receipt of Pupil Premium funding who have suspensions / internal suspensions reduces. Monitoring of pastoral support case load / Early Interventions of children who are in receipt of Pupil Premium funding.

	WALKTHRU strategies are in place to support teachers with high expectations on behaviours and relationships In 2025-2026 75% of pupils accessing Nurture team support are in receipt of pupil premium. On average re-engagement takes 10 minutes after nurture team input. Monitoring by SLT, Behaviour lead, Pedagogy lead, LMC termly LMC reporting
Challenge 4 <u>Speech and Language skills (including oracy and vocabulary)</u> Children's Speech and Language skills are in line with age related expectation e.g. at the end of EYFS Children who are receipt of Pupil Premium funding have increased participation in learning and are able to sustain conversations with adults	A greater % of children who are in receipt of Pupil Premium funding reach ELG for Listening, Attention and Understanding and Speaking unless a SEND need has been identified. Targeted intervention programmes are in place to support speech and language development – using Language screening tool (Reception Team 'Nuffield Early language intervention' or NELI for short. Nursery team 'Talk Boost' in collaboration with the Cornwall speech and language team) to raise achievement in children who are in receipt of Pupil Premium funding All children who are in receipt of Pupil Premium funding identified on the Baseline screening at the beginning of EYFS will make progress in their interventions and achieve their set target before they progress to Year 1. All children, including children who are in receipt of Pupil Premium funding, use the school's agreed expectations for speaking and listening (e.g. STAR Sit up and silent, Track the speaker, Ask and answer, Respect) Vocabulary in all curriculum areas is mapped out and visited at the start of every lesson, and children who are in receipt of Pupil Premium funding are monitored in this time with staff having high expectations for participation in 'My turn, your turn'. KS2 pupil premium children at KS2 are monitored to ensure they apply their reading fluency vocabulary to their writing. Children who are in receipt of Pupil Premium funding are able to initiate and sustain conversations with their peers and adults. 2025 -2026 analysis- Most pupils leaving EYFS in 2026 (77%) were working at expected levels including Speaking listening and communication. Only 33% of these pupils were working at expected on entry into EYFS. 100% of these pupils on entry in Nursery were below expected. Communication and language 2026 cohort- - On entry Nursey- 0% at ARE - On entry EYFS-33% at ARE - On exit EYFS 77% at ARE Monitored by SENDCO, SLT class teachers, EYFS team in half termly Progress meetings, weekly drop ins, observations
Challenge 5 <u>School readiness</u>	There is a strong transition process into school which includes: - Pastoral knowledge shared - Home visits to gather information which leads to supporting children - Welcome meetings - Stay and Play sessions - Nursery visits Clear expectations shared with families - Specifically around reading and phonics with QR code support for weekly sounds and individualised learning pathways for Read Write Inc Early support is identified and positive relationships are prioritised from the start Barriers are identified by school to enable the setting to be easier to reach 2025-2026 analysis- Attainment 2026 cohort- - On entry Nursey- 0% at ARE - On entry EYFS-33% at ARE - On exit EYFS 77% at ARE

	<i>Monitored by SLT, EYFS Leads, LMC throughout Autumn term and evaluated before next year's transition planned</i>
Challenge 6 <u>Experiences to broaden social/cultural capital and aspiration</u> 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	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. 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. 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. 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. 100% of children who are in receipt of Pupil Premium funding mapped out visits to museums, galleries and theatres and are involved in enrichment programmes and visitors in school – see Personal Development curriculum. 100% of children who are in receipt of Pupil Premium funding have a structured entitlement to SMSC and character education – see Personal Development curriculum. <i>2025-2026 analysis Deprivation including PP now mapped across the school N1-Y6 and access to clubs and extracurricular activities allocated using a deprivation index- 100% of pupils with significant levels of deprivation were able to access broader curricular activities and opportunities.</i> <i>Monitored by SENDCO, SLT, Personal Development leader, LMC in termly LMC meetings</i>
Challenge 7 <u>Parental engagement and support</u> Families of children who are in receipt of Pupil premium funding are involved in school life and are informed about how to support children at home	100% of parents/carers of children who are in receipt of Pupil Premium funding attend termly progress meetings. Staff are proactive in contacting families. Identifying bespoke solutions (including linking with other agencies) to support families and engagement around learning. Increased number of parents/carers of children who are in receipt of Pupil Premium funding attend 'low stakes events': - EYFS welcome meetings - Phonics workshops - Termly school fairs and discos Increased number of parents/carers of children who are in receipt of Pupil Premium funding attend targeted support meetings - 1-1 support with the PSA - 1-1 SEND support meetings - Workshops (e.g. Behaviour communication Workshops with Educational Mental Health Practitioner) Staff are proactive when inviting parents personally. Barriers are identified by school to enable the setting to be easier to reach. Positive home school communication. <i>2025-2026 analysis 97% of PP parents engaged with parent consultations.</i> <i>Supported by the Parental support Adviser (4 days a week). Monitoring by SLT, LMC, termly</i>

Activity in this academic year (2025-2026)

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

Activity	Evidence that supports this approach Challenge number(s) addressed	
Incremental coaching	To maintain high quality teaching, CPD must be embedded. 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. The TPAT Pedagogy Project/Model, based on WALKTHRUS focuses on a specific area of teaching each half term. STEPLAB TPAT pedagogy project <u>Evidence:</u> - 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, 6
Primary Assessment Strategy	Termly NFER Reading assessments and maths.co are used, analysed and inform future learning. Use of INSIGHT Trust aligned pupil progress meetings to review pupil premium progress and provide intervention. Accurate assessment which identifies areas of strengths and areas where pupils need additional support Assessment is robust and provides quantitate measures and accurate indicative prediction of KS2 SATS outcomes. Summative assessments are reliable in providing timely information about the progress of individual pupils and cohorts, in relation to others Assessments allow progress to be tracked over time Assessments are used to measure the impact of interventions Writing clinics – 1:1 feedback to feed forward <u>Evidence:</u> -EEF : making use of diagnostic assessment https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	1, 3
"Disadvantaged reading project"	The TPAT Disadvantage Reading Project, initiated in September 2023 is a rigorous approach to teaching reading comprehension, focusing on vocabulary, retrieval and then inference. It is instructional in approach. Maths Fluency sessions is a rigorous approach to arithmetic and the application of this learning to solve maths questions. It is instructional in approach. <u>Evidence:</u> Reach Schools: https://reachschools.uk/	1, 6

Digital pedagogy for the Advantage Project	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). <u>Evidence:</u> EEF: Harnessing the potential of EdTech: https://educationendowmentfoundation.org.uk/news/effectiveness-of-edtech-reflections-from-new-review EEF: Using Technology to improve learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 6
Engagement & participation of all children	Use Strategies from Walkthrus to ensure high engagement and participation and monitored. When children are attending to learning, they are able to know more, do more and understand more. <u>Evidence:</u> - 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, 6
Access to NPQs and ECT support programme & professional development programme for support staff	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]. 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. [researchsc...ool.org.uk] <u>Evidence:</u> About us – The National Institute of Teaching Educational Policy Institute - The effects of high quality professional development on teachers and students https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ EEF: SEN In Mainstream Schools Special Educational Needs in Mainstream Schools EEF	1, 3, 6, 7
Mastering number/Maths Hub training programmes	Mastering Number builds number sense early, developing fluency, flexibility and confidence with numbers EYFS-Y2. The programme also supports language development which is crucial for many children who are in receipt of Pupil Premium funding. High quality CPD is available and is a systematic and inclusive approach to learning. There is evidence that it closes the gap. <u>Evidence:</u> Mastering Number: Building Strong Foundations in Early Years [www.ncetm.org.uk]	1, 3, 6
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, 3, 6, 7

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/5a7f203840f0b62305b853ac/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	
Behaviour and rewards strategy	Having clear behaviour systems including positive rewards impacts positively on all children, especially those in receipt of Pupil Premium funding. With clear processes and systems, there is improved engagement and learning, supporting those who may struggle with self-regulation, as well as positive reinforcement builds motivation, ensuring that children feel recognised and valued. When positive behaviour strategies are used well, it impacts positively on attendance and reduces exclusions and suspension. Creating a safe and predictable environment, improves children's ability to focus and succeed and supports children with anxiety or mental health difficulty <u>Evidence:</u> EEF: Improving Behaviour in schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Neurolaunch: Positive behaviour rewards https://neurolaunch.com/positive-behavior-rewards/ Positive behaviour support project https://wvpbis.org/wp-content/uploads/Rewarding-Appropriate-Behavior.pdf	1, 2, 6
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 https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools	1, 2

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, forest school	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. <u>Evidence:</u> Trauma Informed Schools UK https://www.thriveapproach.com/ Early child developmental and care: forest schools https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.1446430 EEF Outdoor Learning Experiences https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/outdoor-adventure-learning Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring SEMH Interventions including Emotional Literacy Support Assistant (ELSA) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4, 6
Small group intervention – Draw and Talk	It is a non-intrusive, person centred, 1:1 intervention where a child draws freely and talk about their drawings with a trusted adult. It is non directed, symbolic and safe and gentle. <u>Evidence:</u> https://faithinfamilies.wales/2023/02/03/drawing-and-talking-case-study/	6
Targeted deployment of teaching assistants	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 <u>Evidence:</u> -EEF: Deployment of teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants DfE: Deployment of Teaching assistants https://assets.publishing.service.gov.uk/media/5d1397fc40f0b6350e1ab56b/D_employment_of_teaching_assistants_report.pdf	1, 2, 3, 6
Deployment of iPads to support home learning	There is growing evidence to support using iPads to support home learning. There is academic gains, higher levels of engagement, equity and pedagogical support. <u>Evidence:</u> Teaching and Learning Toolkit EEF Apple Education support https://www.apple.com/education/docs/ipad-mac-in-education-results.pdf	1, 6
Use of key apps and online programme– iMovie/keynote	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	1, 2, 3, 6

/everyone can create materials/ TTRS / Spelling Shed	<u>Evidence:</u> TTRS https://ttrockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf Spelling Shed https://blog.edshed.com/spelling-shed-wins-a-bett-award/	
Language buildings activities (storytelling, story baskets, rhyming games and songs, role play, I spy,)	These games all develop vocabulary, expressive language, sequencing and language building activities. They also develop empathy, confident and communication. <u>Evidence</u> EEF: Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Reach out and read https://reachoutandread.org/article/intervention-research-to-improve-language-learning-opportunities-and-address-the-inequities-of-the-word-gap/ Nuffield Early Intervention (NELI) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention Talk Boost https://ican.org.uk/training-licensing/talk-boost-ks1/	1, 3
Targeted English and Maths interventions e.g. RWI Mastering number	Many targeted programmes include a structured teaching of strategies, focus on vocabulary and improve fluency in both English and maths. <u>Evidence:</u> Literacy Trust https://literacytrust.org.uk/programmes/interventions/ Parliament https://publications.parliament.uk/pa/cm5901/cmselect/cmpubacc/365/report.html Third Space Learning https://thirdspacelearning.com/blog/primary-school-interventions/ Small Group Phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1, 3
Revision support programme (KS2)	School based revision support programme, responsive to individual targets and QLA <u>Evidence</u> EEF: Building Study habits https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines EEF: 7 steps programme https://educationendowmentfoundation.org.uk/news/supporting-revision-and-the-seven-step-model	1, 6
Attendance support	Attendance rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture. TPAT Attendance Policy and the Tiered approach supports individual families with attendance <u>Evidence</u> DFE https://www.gov.uk/government/publications/link-between-attendance-and-attainment Attendance works	1, 2

	https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf Attendance Interventions https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	
1:1 support for Service children	A toolkit to support service children which support wellbeing and attainment. This group of children show complex and unique challenges: migration, separation, anxiety/stress. <u>Evidence</u> Thriving Lives Toolkit https://aff.org.uk/news/guidance-for-schools-to-help-service-pupils/	1, 2, 4, 5, 6
Mental health support - EMHP	Mental health support can improve wellbeing, attendance and academic outcomes. Education Mental Health Practitioners (EMHP) work in schools deliver interventions such as CBT (NHS). Mental Health Support Teams (MHST) offer 1:1 or group sessions, staff training or whole school strategies. There are also charity based programmes such as Place2b or Barnardo's. <u>Evidence</u> EMHP https://www.healthcareers.nhs.uk/explore-roles/psychological-therapies/roles-psychological-therapies/education-mental-health-practitioner MHST https://evidence.nihr.ac.uk/alert/mental-health-support-in-schools-is-well-received-but-challenges-remain/ Place2b https://www.place2be.org.uk/our-services/services-in-schools/mental-health-support-in-schools Barnardo's https://www.barnardos.org.uk/sites/default/files/2024-03/24745_ProvidingMentalHealthSupportinSchools_Booklet_final.pdf	1, 6
Boxall profile	This is used by identifying and addressing SEMH needs – underlying causes of challenging behaviour <u>Evidence</u> https://www.boxallprofile.org/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-boxall-profile	1, 2, 6
Music Hub	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) <u>Evidence:</u> EEF: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation 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	1, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residentials, trips and visit	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. <u>Evidence:</u> - EEF: Closing the Attainment Gap https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap	1,4, 5, 6
Extracurricular clubs (employing provider/ TA for dance, gardening etc)	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. <u>Evidence:</u> - EEF: 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 EEF Subsidising enrichment https://educationendowmentfoundation.org.uk/news/eef-blog-what-does-the-evidence-say-about-enrichment	1, 2, 4
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. <u>Evidence:</u> Attendance - TPAT ConnectED/ https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1, 2, 5
Funding children for breakfast club	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. <u>Evidence:</u> Benefits of Breakfast Club https://www.gov.uk/government/case-studies/benefits-of-breakfast-clubs https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1, 4, 5, 6
Tracking of Personal development	Tracking personal development can increase educational outcomes by identification of barriers to learning, improved attendance and behaviour, identifying interventions <u>Evidence:</u> NGA: Widening the Lens toolkit https://www.nga.org.uk/media/ypchvl3f/nao-study-supporting-the-attainment-of-disadvantaged-children-in-educational-settings.pdf NFER tracking: supporting disadvantaged pupils https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	1, 2, 4, 5, 6

Transport to clubs	There is compelling evidence that providing transport to extracurricular clubs can improve educational attainment for disadvantaged pupils, primarily by removing access barriers and increasing participation in enriching activities. <u>Evidence:</u> Nuffield: After school clubs https://www.nuffieldfoundation.org/news/out-of-school-activities-improve-childrens-educational-attainment	1, 2, 4, 5
Music Hub	Evidence shows that learning an instrument or participating in a choir gives academic gains (esp in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field) <u>Evidence:</u> EEF: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation 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	1, 2, 4, 5
Relational approaches	Relational approaches focusing on building strong, supportive relationships can significantly improve educational attainment, especially for children who are eligible for pupil premium <u>Evidence:</u> Relational Approaches to Education – The Arc https://the-arc.org.uk/Media/relational-approaches-a-definition.pdf Trauma Informed Schools UK https://www.thriveapproach.com/	1, 2, 6
Use of mentoring and coaching for pupils at risk of suspension and exclusion	There is growing evidence that mentoring and coaching improves academic outcomes for children who are eligible for Pupil premium. There is academic improvement, behavioural changes, social & emotional growth and equity <u>Evidence:</u> EEF: Mentoring toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Youth Endowment Fund: https://youthendowmentfund.org.uk/toolkit/interventions-to-prevent-school-exclusion/	1, 2, 6
Parental Engagement	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. <u>Evidence:</u> 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 NFER: Narrowing the Gap https://www.nfer.ac.uk/media/pwajjq3/oupp02.pdf Reach Schools - The home of Reach Schools in West London/ Parental engagement EE	1, 5
Forest school	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. .	1, 2, 4

	<u>Evidence:</u> Early child developmental and care: forest schools https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.1446430	
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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.

To rag rate at the end of the year

As evidenced in red in initial section.

Intended outcome	Success criteria	25-26	26-27	27-28
<u>Challenge 1</u> <u>Attainment</u> Children who are in receipt of Pupil Premium funding have improved outcomes at the end of KS2. These are increasing year on year, more rapidly than their peers.	Internal and external data will evidence incremental increases in attainment for all children in receipt of Pupil Premium funding: - By the end of 2025/2026, all year groups will achieve 51% in RWM Our data is significantly impacted by mobility- 15 new arrivals in 2024-25 (75% below expected). If the cohort remained static, we would target 20% of below expected children to transition to ARE each year to bring us in line with national expectations in 2027/2028 <i>Monitored by Maths and literacy leader, data leader, LMC and SLT – half termly progress meetings</i> - 2025-206 review- - ARE RWM- Homegrown- (actual 38%) (PP actual 30%) - There is also a statistically higher than expected % of children with SEND. - ARE RWM – Homegrown minus SEND - (actual 49%) (PP actual 39%)			
<u>Challenge 2</u> <u>Attendance and Punctuality</u> Children who are eligible for Pupil Premium funding have high attendance and arrive to school on time	Attendance for children who are in receipt of Pupil Premium funding, and those who are not, are both above National Average 94.8% (as of December 2025). The number of children who are in receipt of Pupil Premium funding, who are persistently absent is less than 16% with an aspiration that every family is supported and this reduces to 0%. There will be less than 1 % of children who are in receipt of Pupil Premium funding who are recorded as regularly arriving late for school. There will be a reduced number of children who are in receipt of Pupil Premium funding, at Tier 1 / Tier 2 / Tier 3 of the Attendance Strategy. There will be a reduced number of parents of children who are in receipt of Pupil Premium funding, receiving fixed penalty notices. <i>Monitored by Attendance Officer and SLT in fortnightly meetings</i> - 2025-206 review- - In 2025-2026 there were 7 children in exceptional circumstances (92.1%). This significantly impacted overall attendance . Our overall attendance minus these 7 children was 94.6% broadly in line with national (Nat 94.7%) - Attendance among PP pupils was 89.8%. PP pupil attendance minus the 7 pupils in exceptional circumstances was 93.1%			
<u>Challenge 3</u>	Class teachers report that Children who are in receipt of Pupil Premium funding are increasingly ready to learn.			

<u>Behaviour and Engagement</u> Children who are in receipt of Pupil Premium funding have at least the same behaviour and engagement standards as their peers	There is a reduction for Children who are in receipt of Pupil Premium funding who have incidents recorded on CPOMS reduced Through observations, classrooms are calm, orderly and organised. Seating plans are well thought out and intentional to ensure success for children. Coaching is in place, with a focus on raising engagement and behaviour for all children. STEPLAB is used as a platform to record and coach. There number of children in receipt of Pupil Premium funding who have suspensions / internal suspensions reduces. Monitoring of pastoral support case load / Early Interventions of children who are in receipt of Pupil Premium funding. WALKTHRU strategies are in place to support teachers with high expectations on behaviours and relationships <i>Monitoring by SLT, Behaviour lead, Pedagogy lead, LMC termly LMC reporting</i> In 2025-2026 75% of pupils accessing Nurture team support are in receipt of pupil premium. On average re-engagement takes 10 minutes after nurture team input.			
<u>Challenge 4</u> <u>Speech and Language skills (including oracy and vocabulary)</u> Children's Speech and Language skills are in line with age related expectation e.g. at the end of EYFS Children who are receipt of Pupil Premium funding have increased participation in learning and are able to sustain conversations with adults	A greater % of children who are in receipt of Pupil Premium funding reach ELG for Listening, Attention and Understanding and Speaking unless a SEND need has been identified. Targeted intervention programmes are in place to support speech and language development – using Language screening tool (Reception Team 'Nuffield Early language intervention' or NELI for short. Nursery team 'Talk Boost' in collaboration with the Cornwall speech and language team) to raise achievement in children who are in receipt of Pupil Premium funding All children who are in receipt of Pupil Premium funding identified on the Baseline screening at the beginning of EYFS will make progress in their interventions and achieve their set target before they progress to Year 1. All children, including children who are in receipt of Pupil Premium funding, use the school's agreed expectations for speaking and listening (e.g. STAR Sit up and silent, Track the speaker, Ask and answer, Respect) Vocabulary in all curriculum areas is mapped out and visited at the start of every lesson, and children who are in receipt of Pupil Premium funding are monitored in this time with staff having high expectations for participation in 'My turn, your turn'. KS2 pupil premium children at KS2 are monitored to ensure they apply their reading fluency vocabulary to their writing. Children who are in receipt of Pupil Premium funding are able to initiate and sustain conversations with their peers and adults. <i>Monitored by SENDCO, SLT class teachers, EYFS team in half termly Progress meetings, weekly drop ins, observations</i> 2025 -2026 analysis- Most pupils leaving EYFS in 2026 (77%) were working at expected levels including Speaking listening and communication. Only 33% of these pupils were working at expected on entry into EYFS. 100% of these pupils on entry in Nursery were below expected. Communication and language 2026 cohort- • On entry Nursey- 0% at ARE • On entry EYFS-33% at ARE • On exit EYFS 77% at ARE			
<u>Challenge 5</u> <u>School readiness</u>	There is a strong transition process into school which includes: - Pastoral knowledge shared - Home visits to gather information which leads to supporting children - Welcome meetings - Stay and Play sessions - Nursery visits Clear expectations shared with families			

	- Specifically around reading and phonics with QR code support for weekly sounds and individualised learning pathways for Read Write Inc Early support is identified and positive relationships are prioritised from the start Barriers are identified by school to enable the setting to be easier to reach <i>Monitored by SLT, EYFS Leads, LMC throughout Autumn term and evaluated before next year's transition planned</i> 2025-2026 analysis- Attainment 2026 cohort- • On entry Nursey- 0% at ARE • On entry EYFS-33% at ARE • On exit EYFS 77% at ARE			
<u>Challenge 6</u> <u>Experiences to broaden social/cultural capital and aspiration</u> 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	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. 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. 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. 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. 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. 100% of children who are in receipt of Pupil Premium funding have a structured entitled to SMSC and character education – see Personal Development curriculum. <i>Monitored by SENDCO, SLT, Personal Development leader, LMC in termly LMC meetings</i> 2025-2026 analysis Deprivation including PP now mapped across the school N1-Y6 and access to clubs and extracurricular activities allocated using a deprivation index- 100% of pupils with significant levels of deprivation were able to access broader curricular activities and opportunities.			
<u>Challenge 7</u> <u>Parental engagement and support</u> Families of children who are in receipt of Pupil premium funding are involved in school life and are informed about how to support	100% of parents/carers of children who are in receipt of Pupil Premium funding attend termly progress meetings. Staff are proactive in contacting families. Identifying bespoke solutions (including linking with other agencies) to support families and engagement around learning. Increased number of parents/carers of children who are in receipt of Pupil Premium funding attend 'low stakes events': - EYFS welcome meetings - Phonics workshops - Termly school fairs and discos Increased number of parents/carers of children who are in receipt of Pupil Premium funding attend targeted support meetings - 1-1 support with the PSA - 1-1 SEND support meetings - Workshops (e.g. Behaviour communication Workshops with Educational Mental Health Practitioner)			

children at home	Staff are proactive when inviting parents personally. Barriers are identified by school to enable the setting to be easier to reach. Positive home school communication. <i>Supported by the Parental support Adviser (4 days a week). Monitoring by SLT, LMC, termly</i> 2025-2026 analysis 97% of PP parents engaged with parent consultations.			
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KS2 attainment over time				Y4 Multiplication Test				Y1 Phonics over time				EYFS GLD over time			
Reading															
	National Exp+	All	Pupil Premium		%20+	%25		National Exp+	All	Pupil Premium		National Exp+	All	Pupil Premium	
2023	73%	63%	56%	2023			2023	79%	71%	16%	2023	67%	63%	66%	
2024	74%	73%	63%	2024			2024	80%	66%	50%	2024	67%	61%	N/A	
2025	75%	62%	56%	2025	88%	35%	2025	81%	68%	78%	2025		58%		
Writing				Analysis Including school led groups				Analysis Including school led groups				Analysis Including school led groups			
2023	71%	78%	66%					Each cohort has been very distinctive in size and composition. 2025 Cohort was small (18 children) with data significantly impact by Mobility (Two new arrivals in year 1 term 2)				GLD is below national.			
2024	72%	74%	63%												
2025	72%	72%	56%												
Maths															
2023	73%	63%	44%												
2024	73%	68%	53%												
2025	72%	62%	56%												

MTC

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	44	34%	59%	Below (sig-)	78%	-44	Not applicable	Not applicable
2025	16	50%	60%	Close to average (non-sig)	79%	-29	Narrowing	High - FSM
2024	19	21%	59%	Below (sig-)	78%	-57	No meaningful change	High - FSM
2023	9	33%	59%	Below (non-sig)	78%	-45	Not available	-

KS2 COMBINED

Combined RWM: Expected Standard						
Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	96	54%	61%	Close to average (non-sig)	Not applicable	Not applicable
2025	29	55%	62%	Close to average (non-sig)	No sig change	High - FSM
2024	35	54%	61%	Close to average (non-sig)	No sig change	High - FSM
2023	32	53%	60%	Close to average (non-sig)	Not available	-

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	44	43%	46%	Close to average (non-sig)	68%	-24	Not applicable	Not applicable
2025	16	50%	47%	Close to average (non-sig)	69%	-19	No meaningful change	High - FSM
2024	19	37%	46%	Close to average (non-sig)	67%	-31	No meaningful change	High - FSM
2023	9	44%	44%	Close to average (non-sig)	66%	-22	Not available	-

