



**Truro and Penwith
Academy Trust**

TYWARDREATH SCHOOL

Vision statement

Primary Disadvantage Strategy

Academic Year 2025-2028

Truro & Penwith Academy Trust

Pupil Premium Strategy Statement

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

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

School overview

Detail	Data
School name	Tywardreath
Number of pupils in school	302
Proportion (%) of pupil premium eligible pupils	19.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs C McColville
Pupil premium lead	Mrs C McColville
Governor / Trustee lead	Mr. J McCormick

Funding overview

Detail	Amount 2025-2026	Amount 2026-2027	Amount 2027-2028
Pupil premium funding allocation this academic year	£97,384		
Recovery premium funding allocation this academic year			
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	£97,384		

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 this goal, while also ensuring that even our highest achievers continue to make progress.

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.*
- *Close the attainment gap between pupil premium and their peers.*
- *Address non-academic barriers to attainment such as attendance, behaviour and cultural capital.*
- *Ensure that the Pupil Premium grant reaches pupils who need it the most, with the recognition that not all students who are socially disadvantaged are registered or qualify for free school meals*

Challenges

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

	Detail of challenge
1	<p><u>Attainment</u></p> <p>Data:</p> <p>KS2 Data: Combined Expected Standard 43% - Pupil Premium 6/14</p> <p>KS2 Data: combined meeting Greater Depth Standard 7.1% – Pupil Premium 1/14</p>

	<p>Y1 Phonics data: 100% = Pupil Premium 4/4</p> <p>Y2 Phonic data: 66.7%= Pupil Premium 2/3</p> <p>EYFSP: Overall data was just above national at 70.7%</p> <p>Disadvantaged pupils who achieved expected in all ELG's was 67.6%</p> <p><i>Our phonics data for children who are in receipt of Pupil Premium funding has made strong improvements with particularly good outcomes this year; however, the score of the whole year dipped last year and this year was only just above national (81%, 78%, and 81.6%) A focus on Phonics and Early reading remains a priority for school improvement.</i></p> <p>Our ELG outcomes for pupils who are in receipt of Pupil premium funding has dropped over the last 3 years with 67.6% or our PP children achieved ELG in 2025. There is a strong correlation between this data trend and the increase in pupils who receive the pupil premium grant with SEND and significant SEND.</p> <p>Combined outcomes for RWM for pupils in receipt of pupil premium funding across the school remain below pupils who do not receive pupil premium funding. Although our school's KS2 outcomes are good, internal data shows that despite having good mathematical skills pupils receiving pupil premium are not yet fluent or able to confidently apply their skills to problem solving and reasoning challenges as successfully as those pupils who do not receive pupil premium funding.</p>
2	<p><u>Attendance and Punctuality</u></p> <p><u>2024-2025</u></p> <p>Data: Attendance for all 2024/2025: 95.21%</p> <p>Attendance for children who in receipt of Pupil Premium funding: 93.86%</p> <p>Attendance for children who are not in receipt of Pupil Premium funding 95.52%</p> <p>% of children who are in receipt of Pupil Premium funding who are persistently absent: 11.66%</p> <p><i>Although the attendance for all children is good, the attendance for children who are receipt of Pupil Premium funding is significantly low. There are individual challenges for these families, but as a school we need to raise expectations and increase support.</i></p>
3	<p><u>Experiences to broaden social/cultural capital and aspiration</u></p> <p>Data: Number of children who in receipt of Pupil Premium funding who are sustaining accessing clubs, trips and residential, visits to Museums, Galleries, Theatres</p>

	<p><i>Pupil conferencing has identified that some children who are entitled to Pupil Premium funding may face multiple barriers which limit their aspirations about their future careers. Children's views also reveal that they may struggle to make links between what they learn in school and the world of work.</i></p> <p><i>Through pupil conferencing, children have articulated that they would like to attend more school clubs, but there are barriers such as transport, multiple siblings and cost.</i></p>
4.	<p><u>Parental engagement and support</u></p> <p>Data: Number of children who are in receipt of Pupil Premium funding whose parents/carers attend progress meetings, art afternoon, family learning sessions</p> <p>Data: Number of children who are in receipt of Pupil Premium funding who do not read regularly at home / have parental signatures in diaries / do not access online platforms for home learning</p> <p><i>Analysis shows that there has been a decrease in the number of children who are in receipt of Pupil Premium funding reading at home / logging 3x a week/ completing homework</i></p> <p><i>Parents of a number of children who are in receipt of Pupil Premium funding have a lower rate of attendance at parent meetings and information afternoons. 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></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
<p><u>Challenge 1</u></p> <p>Children who are pupil Premium have a combined measure at end of KS2 which increases year on year</p>	<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 50% in RWM PP - By the end of 2026/2027, all year groups will achieve 55% in RWM PP - By the end of 2027/2028, all year groups will achieve 65% in RWM PP - - By the end of 2025/2026, all year groups will achieve 67% in phonics - By the end of 2026/2027, all year groups will achieve 75% in phonics - By the end of 2027/2028, all year groups will achieve 80% in phonics <p><i>Monitored by LMC, SLT, termly progress meetings</i></p>
<u>Challenge 2</u>	Attendance for both non-PP children and PP children will be above 96%

<p>Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium</p>	<p>The number of children who are Pupil Premium who are persistently absent is less than 8%</p> <p>There will be less than 1 % 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> <u>Experiences to broaden social/cultural capital and aspiration</u></p>	<p>100% of children who are in receipt of Pupil Premium funding attend at least 1 weekly 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 parliament, 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 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>Monitored by SENDCO, SLT, class teachers, EYFS Team in termly progress meetings, learning walks and observations.</p>
<p><u>Challenge 4</u> <u>Support from home</u> Parents of children who are PP are involved in the school community and attend events</p>	<p>An increased number of parents will engage in workshops led by school staff to support and promote academic learning = more than 60%</p> <p>100% of parent of children who are in receipt of Pupil Premium Funding will attend progress meetings</p> <p>School staff contact parents of children who are in receipt of Pupil Premium Funding in advance of any event</p> <p>Barriers are identified by school to enable the setting to be easier to reach</p> <p><i>Monitored by SLT / PP lead</i></p>

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	
Incremental coaching	<p>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 WALKTHRU focuses on a specific area of teaching each half term.</p> <p>STEPLAB TPAT pedagogy project</p> <p><u>Evidence:</u></p> <p>- Rosenshine's Principles of Instruction https://www.aft.org/sites/default/files/Rosenshine.pdf</p> <p>- EEF: Teaching & Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	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><u>Evidence:</u></p> <p>-EEF : making use of diagnostic assessment https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment</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>	1

	<p><u>Evidence:</u></p> <p>EEF: Harnessing the potential of EdTech:</p> <p>https://educationendowmentfoundation.org.uk/news/effectiveness-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>	
Access to NPQs and ECT support 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]. 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]</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
Mastering number/Maths Hub training programmes	<p>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.</p> <p><u>Evidence:</u></p> <p>Mastering Number: Building Strong Foundations in Early Years</p> <p>[www.ncetm.org.uk]</p>	1, 2
ShREC to support EYFS	<p>ShREC is a framework to support high quality adult-child interactions, especially during play and learning activities: Share attention, respond, Expand, connect</p> <p><u>Evidence:</u></p> <p>https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach</p>	1, 2
Agenda in PPA time / Staff training / SLT	<p>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.</p> <p>This shows visible leadership and commitment, as well as a culture of high expectations.</p>	1,2, 3

	<p><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</p>	
Attendance rewards	<p>These rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture.</p> <p><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</p>	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	<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><u>Evidence:</u> Trauma Informed Schools UK https://www.thriveapproach.com/ Early child developmental and care: forest schools</p>	1, 2, 3

	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	
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><u>Evidence:</u></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_of_teaching_assistants_report.pdf</p>	1
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><u>Evidence:</u></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– Nessy learning programme/ Learning by questions/ TTRS / Spelling Shed	<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><u>Evidence:</u></p> <p>TTRS https://ttrockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf</p> <p>Spelling Shed https://blog.edshed.com/spelling-shed-wins-a-bett-award/</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><u>Evidence</u></p> <p>EEF: Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Reach out and read https://reachoutandread.org/article/intervention-research-to-improve-language-learning-opportunities-and-address-the-inequities-of-the-word-gap/</p>	1

Targeted English and Maths interventions e.g. RWI , Mastering number, reactive coaching, pre-teaching	<p>Many targeted programmes include a structured teaching of strategies, focus on vocabulary and improve fluency in both English and maths.</p> <p><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</p>	1
<p>Revision support programme (KS2)</p> <p>Learning by Questions</p>	<p>School based revision support programme, responsive to individual targets and QLA</p> <p><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</p>	1
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><u>Evidence</u> DFE https://www.gov.uk/government/publications/link-between-attendance-and-attainment Attendance works 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</p>	1, 2
Music Hub	<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> 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-</p>	1

	on-change-in-attainment-from-age-11-to-16/BC97A160E140E7DA3C80CFFFC35F83AB	
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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	<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> <p>- EEF: Closing the Attainment Gap https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap</p>	1,2, 3
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> <p>- EEF: Closing the Attainment Gap https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap</p> <p>Nuffield: After school clubs https://www.nuffieldfoundation.org/news/out-of-school-activities-improve-childrens-educational-attainment</p>	1, 2
TPAT attendance strategy	<p>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.</p> <p><u>Evidence:</u></p> <p>Attendance - TPAT ConnectED/ https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1, 2,
Funding children for breakfast club and after school 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, 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>	1, 2, 3

	<p><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</p>	
Music Hub	<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> 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</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> 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</p>	1, 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> Children who are pupil Premium have a	Internal and external data will evidence incremental increases in attainment for pupils eligible for Pupil Premium:			

combined measure at end of KS2 which increases year on year	<ul style="list-style-type: none"> - By the end of 2025/2026, all year groups will achieve 50% in RWM PP - By the end of 2026/2027, all year groups will achieve 55% in RWM PP - By the end of 2027/2028, all year groups will achieve 65% in RWM PP - - By the end of 2025/2026, all year groups will achieve 70% in phonics - By the end of 2026/2027, all year groups will achieve 80% in phonics - By the end of 2027/2028, all year groups will achieve 85% in phonics <p><i>Monitored by LMC, SLT, Data leader in termly progress meetings</i></p>			
<u>Challenge 2</u> Children who are Pupil Premium attend school as often as children who are not entitled to Pupil Premium	Attendance for both non-PP children and PP children will be above 96% The number of children who are Pupil Premium who are persistently absent is less than 8% There will be less than 1 % of children who are eligible for Pupil Premium who are recorded as regularly arriving late for school. There will be a reduced number of pupils eligible for PP at Tier 1 of the Attendance Strategy. There will be a reduced number of disadvantaged families receiving fixed penalty notices. <i>Monitored by Attendance Officer and SLT in fortnightly meetings</i>			
<u>Challenge 4</u> <u>Support from home</u> Parents of children who are PP are involved in the school community and attend events	An increased number of parents will engage in workshops led by school staff to support and promote academic learning = more than 60% 100% of parent of children who are in receipt of Pupil Premium Funding will attend progress meetings School staff contact parents of children who are in receipt of Pupil Premium Funding in advance of any event Barriers are identified by school to enable the setting to be easier to reach <i>Monitored by SLT / PP lead</i>			

Good Level of Development

	2025	2026	2027	2028
All children				
PP				
Non PP				

Phonics

	2025	2026	2027	2028
All children				
PP				
Non PP				

MTC

	2025			2026			2027			2028		
	25/25	20/25+	average	25/25	20/25+	average	25/25	20/25+	average	25/25	20/25+	average
All children												
PP												
Non PP												

KS2 reading

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children								
PP								
Non PP								

KS2 writing

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children								
PP								
Non PP								

KS2 Maths

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children								
PP								
Non PP								

KS2 COMBINED

	2025		2026		2027		2028	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All children								
PP								
Non PP								

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
Learning by Questions	Learning by Questions
Read Write Inc.	Ruth Miskin Literacy

TT Rockstars	Maths Circle
White Rose	White Rose
Spelling Shed	EdShed

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
What was the impact of that spending on service pupil premium eligible pupils?	