



Truro and Penwith
Academy Trust

Truro & Penwith Academy Trust
Primary Disadvantaged Strategy
2025 - 2028

St Dennis Primary Academy



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	St Dennis Primary Academy
Number of pupils in school	141 + 32 Nursery (179)
Proportion (%) of pupil premium eligible pupils	47%
Academic year that our current pupil premium strategy plan covers (3-year plans are recommended)	2025 – 2026 2026 – 2027 2027 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026 / July 2027 / July 2028
Statement authorised by	Rebekah Bailey - Headteacher
Pupil Premium Lead	Rebekah Bailey - Headteacher
Local Monitoring Committee Lead	Sharon Redman – Chair of LMC

Funding Overview

Detail	Amount 2025-2026	Amount 2026-2027	Amount 2027-2028
Pupil premium funding allocation this academic year	£119,450	£121,075	
Recovery premium funding allocation this academic year	£0	£0	
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	£119,450	£121,075	

Part A: Pupil Premium Strategy Plan

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 the 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.

Statement of Intent

At St Dennis Primary Academy, we are committed to ensuring that every pupil, regardless of background or any challenges they may face, makes strong progress and achieves high standards across all areas of learning. Our Pupil Premium strategy focuses on providing targeted support for disadvantaged pupils to help them reach this goal, while also ensuring that our highest achievers continue to thrive.

We recognise that some pupils face additional barriers, such as those with a social worker or young carers, and we are dedicated to offering the support they need to overcome these challenges. Our approach is designed to meet the needs of all pupils, giving every child the best possible opportunity to succeed.

Central to our strategy is high-quality, 'quality-first' teaching for all pupils. This ensures that disadvantaged pupils receive the specific support they need, helping to close the attainment gap while benefiting everyone. Our plans are informed by robust diagnostic assessments, addressing both common challenges and individual needs. Through targeted interventions and ongoing support, we aim to sustain and accelerate progress for all pupils. Each element of our approach works together to help every child achieve their full potential.

To make this effective, we will

- Adopt a whole-school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Act early to provide support as soon as a need is identified.
- Close the attainment gap between pupils eligible for Pupil Premium and their peers.
- Address non-academic barriers to success, such as attendance, behaviour, and access to cultural capital.
- Ensure the Pupil Premium grant reaches those who need it most, recognising that not all socially disadvantaged pupils are registered or qualify for free school meals.

Challenges

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

Challenge Number	Detail of Challenge
1	Attainment Data: KS2 2025: All pupils: Reading 70%, Writing 80%, Maths 75% / PP: Reading 60%, Writing 70%, Maths 60% EYFS GLD: All pupils: 52.6% / PP: 20% MTC: All pupils: 19% achieved full marks (PPG included in cohort) Narrative: Attainment is a challenge because a significant proportion of pupils face multiple barriers to learning. 43% of pupils are eligible for Pupil Premium, and many also have SEND or safeguarding concerns. EYFS pupils often start from very low baselines, with high levels of speech and language delay. While KS2 outcomes have improved overall, disadvantaged pupils still perform below their peers, particularly in maths fluency, as seen in the Multiplication Tables Check.
2	Attendance and Punctuality Data: Overall attendance: 93.35 / PP: 91.14% / Persistent Absence: 19.8% (includes PPG pupils) / Severe Absence: 5 children (all PPG) Narrative: Attendance remains a challenge for all pupils, particularly those eligible for Pupil Premium. Although overall attendance has improved, it is still below national averages. Persistent absence among disadvantaged pupils is high, and severe absence cases have increased, often linked to mobility and family circumstances. These patterns affect continuity of learning and engagement.
3	Speech and Language Skills (Including Oracy and Vocabulary) Data: EYFS GLD: All pupils: 52.6% / PP: 20% Narrative: Many pupils enter school with limited vocabulary and poor expressive language, which impacts early literacy and confidence in speaking. This is particularly evident in EYFS, where a high proportion of Pupil Premium pupils also have SEND. While phonics outcomes are strong, gaps in oracy and subject-specific vocabulary persist across the curriculum.
4	Experiences to Broaden Social / Cultural Capital and Aspiration Narrative: Socio-economic disadvantage limits pupils' exposure to enrichment opportunities outside school, restricting cultural capital and aspirations. Without structured experiences, pupils risk having a narrow view of future possibilities, impacting motivation and engagement.
5	Behaviour and Engagement Data: Suspensions Autumn 15 / Spring 7 / Summer 3 Narrative: Behaviour challenges are influenced by high levels of vulnerability among disadvantaged pupils. Emotional regulation and readiness to learn remain issues for some, despite improvements in overall behaviour. Many Pupil Premium pupils also have SEND or safeguarding concerns, which increases complexity.

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
Challenge 1 Attainment Children who are in receipt of Pupil Premium funding have improved outcomes at the end of KS2.	All year groups achieve 75% combined Reading, Writing, and Maths (RWM) for all pupils and 65% for Pupil Premium pupils. MTC: Increase from 19% full marks to at least 50%. Reading fluency: All pupils and PPG show termly improvement in NFER scores, aiming for average scaled score ≥ 105. Monitored by: Maths, English and Phonics Lead, LMC and SLT – half termly progress meetings
Challenge 2 Attendance and Punctuality Children who are eligible for Pupil Premium funding have high attendance and arrive to school on time	Overall attendance: 95%+; PPG attendance: 94%+. Persistent absence for PPG pupils: below 10%. Less than 1% of PPG pupils recorded as regularly late. Reduced number of PPG pupils at Tier 2 and Tier 3 by 50% from baseline. Fixed penalty notices for PPG families significantly reduced Monitored by: Attendance Officer, Trust EWO in fortnightly meetings, SLT, LMC
Challenge 3 Speech and Language Skills (Including Oracy and Vocabulary) 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	EYFS ELG for Listening, Attention, Understanding and Speaking: All pupils: 65%+ / PPG: 50%+ (unless SEND identified). 100% of PPG pupils identified on EYFS baseline screening make measurable progress and meet intervention targets before Year 1. Vocabulary teaching evident in 100% of lessons, with PPG pupils actively participating in "My turn, your turn." Monitored by: SENDCO, SLT, Class teachers, EYFS team in half termly progress meetings, weekly drop ins, observations
Challenge 4 Experiences to broaden social/cultural capital and aspiration Children who are in receipt of Pupil premium funding have high aspirations for their future and a knowledge and	100% of PPG pupils attend at least one weekly after-school club and sustain participation. 100% of PPG pupils attend at least one residential during their time at school. All PPG pupils participate in mapped visits and enrichment activities (museums, galleries, theatres). Personal Development curriculum fully implemented and referenced in parent meetings.

understanding of opportunities outside of school and home life	Monitored by: SENDCO, SLT, DHT, Personal Development leader, LMC in termly LMC meetings
Challenge 6 Behaviour and Engagement Children who are in receipt of Pupil Premium funding have at least the same behaviour and engagement standards as their peers	CPOMS incidents for PPG pupils reduced by 50% from current baseline. Significant reduction in PPG pupils receiving suspensions. Observations show calm, orderly classrooms with intentional seating plans. Coaching logs (STEPLAB) evidence improved engagement for PPG pupils. 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. Monitoring by SLT, Behaviour lead, Pedagogy lead, LMC termly LMC reporting

Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incremental coaching	To maintain high quality teaching, CPD must be embedded. Incremental coaching through StepLab 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 and School's Signature Strategies, based on WALKTHRU focuses on a specific area of teaching each half term. Evidence: - 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, 5
Primary Assessment Strategy	Termly NfER Reading assessments and maths.co.uk are used, analysed and inform future learning. Summative assessments are reliable in providing timely information about the progress of individual pupils and cohorts, in relation to others	1, 3

	Assessments allow progress to be tracked over time through the use of INSIGHT and b-squared. 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. Assessments are used to measure the impact of interventions. Evidence: EEF : making use of diagnostic assessment https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment	
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. Evidence: Reach Schools: https://reachschools.uk/	1, 5
Digital pedagogy for the Advantage Project	iPad use in digital pedagogy in primary schools impacts positively on attainment. It focuses on equity (reducing barriers for children), engagement (boosting motivation and retention), personalised learning (supporting diverse learning needs), and creativity (encouraging innovative thinking and expression). Evidence: 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, 5
Engagement and participation of all children	Use of 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. Evidence: 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, 5
Access to NPQs / ECT Support	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	1, 3

programme / PD Programme for Support Staff	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. [researchschool.org.uk] Evidence: The National Institute of Teaching 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	
Mastering Number	Mastering Number builds number sense early, developing fluency, flexibility and confidence with numbers from Reception to Year 5. 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. Evidence: Mastering Number: Building Strong Foundations in Early Years [www.ncetm.org.uk]	1, 3, 5
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. Evidence: https://educationendowmentfoundation.org.uk/early-years/the-shrec-approach	1, 3, 5
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. Evidence: 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. Evidence: 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, 5
Attendance rewards	These rewards boost motivation and engagement, improves attendance and supports academic attainment. It also fosters a positive whole school culture. Evidence: 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 (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group nurture and	These programmes improve self-regulation, resilience and emotional wellbeing. There are studies which also show that those	1, 2, 3, 4, 5

SEMH intervention s e.g. TIS, Forest School, Draw and Talk, Lego Therapy etc	who attend Forest School outperform those who don't academically. It gives targeted support for children with ACES, also impacting on attendance. Evidence: 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	
Targeted deployment of teaching assistants	Deployment of TAs in the classroom improves academic progress (especially in literacy and early years), support emotional regulation, inclusion and engagement and reduces teacher workload and improves classroom management. Evidence: 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/Deployment_of_teaching_assistants_report.pdf	1, 2, 3, 5
Use of key apps and online programme – iMovie/keynote/everyone can create materials/ TTRS etc	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 Evidence: TTRS https://ttrockstars.com/data_files/file_4348e17497591ba2630d5bd8ff528e56.pdf	1, 2, 3, 5
Language buildings activities (storytelling, story bas-	These games all develop vocabulary, expressive language, sequencing and language building activities. They also develop empathy, confident and communication. Evidence:	1, 3

kets, rhyming games and songs, role play etc)	EEF: Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions 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/	
Targeted English and Maths interventions e.g. RWI, Mastering number etc	Many targeted programmes include a structured teaching of strategies, focus on vocabulary and improve fluency in both English and maths. Evidence: Literacy Trust https://literacytrust.org.uk/programmes/interventions/ 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
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. Evidence: 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	1, 2
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. Evidence: EMHP https://www.healthcareers.nhs.uk/explore-roles/psychological-therapies/roles-psychological-therapies/education-mental-health-practitioner	1, 5

	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	
Boxall Profile	This is used by identifying and addressing SEMH needs – underlying causes of challenging behaviour Evidence: https://www.boxallprofile.org/ https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/the-boxall-profile	1, 2, 5
Music Hub	Evidence shows that learning an instrument gives academic gains (especially in maths and English), cognitive development, social-emotional growth and shows equity (level the playing field) Evidence: 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 (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. Evidence: EEF: Closing the Attainment Gap https://educationendowmentfoundation.org.uk/education-evidence/bitesize-support/closing-the-attainment-gap	1,4, 5
Extracurricular clubs (employing provider/ TAs)	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. Evidence:	1, 2, 4

	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 EEF Subsidising enrichment https://educationendowmentfoundation.org.uk/news/eef-blog-what-does-the-evidence-say-about-enrichment	
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. Evidence: Attendance - TPAT ConnectED/https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1, 2
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. Evidence: Benefits of Breakfast Club https://www.gov.uk/government/case-studies/benefits-of-breakfast-clubs	1, 4, 5
Tracking of Personal development	Tracking personal development can increase educational outcomes by identification of barriers to learning, improved attendance and behaviour, identifying interventions. Evidence: 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
Transport to clubs and activities	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. Evidence: Nuffield: After school clubs https://www.nuffieldfoundation.org/news/out-of-school-activities-improve-childrens-educational-attainment	1, 2, 4

Music Hub	Evidence shows that learning an instrument gives academic gains (especially in maths and English), cognitive development, social-emotional growth and shows equity (levels the playing field). Evidence: 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
Relational approaches	Relational approaches focusing on building strong, supportive relationships can significantly improve educational attainment, especially for children who are eligible for pupil premium Evidence: Relational Approaches to Education – The Arc https://the-arc.org.uk/Media/relational-approaches-a-definition.pdf Trauma Informed Schools UK https://www.trauma-informed.uk/our-impact	1, 2, 5
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 Evidence: 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, 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. Evidence: Early child developmental and care: forest schools https://www.tandfonline.com/doi/pdf/10.1080/03004430.2018.1446430	1, 2, 4

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														
Challenge 1 Attainment Children who are in receipt of Pupil Pre- mium funding have improved outcomes at the end of KS2.	All year groups achieve 75% combined Reading, Writing, and Maths (RWM) for all pupils and 65% for Pupil Premium pupils. 2025-26 <table><tr><th>RWM - All</th><th>RWM - PPG</th></tr><tr><td>Y1 - 68%</td><td>Y1 - 43%</td></tr><tr><td>Y2 – 61%</td><td>Y2 - 60%</td></tr><tr><td>Y3 – 70%</td><td>Y3 - 57%</td></tr><tr><td>Y4 – 52%</td><td>Y4 - 33%</td></tr><tr><td>Y5 – 60%</td><td>Y5 – 47%</td></tr><tr><td>Y6 -</td><td>Y6 -</td></tr></table> MTC: Increase from 19% full marks to at least 50%. 2025-26 81% achieving 100% Reading fluency: All pupils and PPG show termly improvement in NFER scores, aiming for average scaled score ≥105 2025-26 Y3 Reading All – 80% expected progress and 15% above PPG - 86% expected progress and 14% above Y4 Reading All – 57% expected progress and 5% above PPG - 67% expected progress Y5 Reading All – 52% expected progress and 40% above PPG – 47% expected progress and 41% above Y6 Reading SATs Average Points Score: Monitored by: Maths, English and Phonics Lead, LMC and SLT – half termly progress meetings	RWM - All	RWM - PPG	Y1 - 68%	Y1 - 43%	Y2 – 61%	Y2 - 60%	Y3 – 70%	Y3 - 57%	Y4 – 52%	Y4 - 33%	Y5 – 60%	Y5 – 47%	Y6 -	Y6 -			
RWM - All	RWM - PPG																	
Y1 - 68%	Y1 - 43%																	
Y2 – 61%	Y2 - 60%																	
Y3 – 70%	Y3 - 57%																	
Y4 – 52%	Y4 - 33%																	
Y5 – 60%	Y5 – 47%																	
Y6 -	Y6 -																	
Challenge 2	Overall attendance: 95%+; PPG attendance: 94%+.																	

Attendance and Punctuality Children who are eligible for Pupil Premium funding have high attendance and arrive to school on time	2025-26 Overall: 95.48%; PPG: 94.74% Persistent absence for PPG pupils: below 10%. 2025-26 12.9% (8 children) Less than 1% of PPG pupils recorded as regularly late. 2025-26 0.62% Reduced number of PPG pupils at Tier 2 and Tier 3 by 50% from baseline. 2025-26 7 PPG pupils in 2024-25 and same number this year at Tier 2. 9 PPG pupils in 2024-25 and same number this year at Tier 3. Fixed penalty notices for PPG families significantly reduced. 2025-26 18 applications for Penalty Notices in 2024-25 (these may include more than one sibling), 10 of which were PPG. 13 applications this year, 9 of which were PPG. <i>Monitored by: Attendance Officer, Trust EWO in fortnightly meetings, SLT, LMC</i>			
Challenge 3 Speech and Language Skills (Including Oracy and Vocabulary) Children's Speech and Language skills are in line with age related expectation e.g. at the end of EYFS	EYFS ELG for Listening, Attention, Understanding and Speaking: All pupils: 65%+ / PPG: 50%+ (unless SEND identified). 2025-26 All pupils – 85% PPG – 83% (1 child who did not has an EHCP) 100% of PPG pupils identified on EYFS baseline screening make measurable progress and meet intervention targets before Year 1. 2025-26 100% of targets identified on Wellcomm achieved Vocabulary teaching evident in 100% of lessons, with PPG pupils actively participating in “My turn, your turn.” Teaching of vocabulary evident in all lessons and identified in books			

	Monitored by: SENDCO, SLT, Class teachers, EYFS team in half termly progress meetings, weekly drop ins, observations			
Challenge 4 Experiences to broaden social/cultural capital and aspiration 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 PPG pupils attend at least one weekly after-school club and sustain participation. 2025-26 59/60 98% of PPG pupils have attended at least one after school club this year. 100% of PPG pupils attend at least one residential during their time at school. 2025-26 7/8 (87.5%) of PPG pupils attended at least one residential. All PPG pupils participate in mapped visits and enrichment activities (museums, galleries, theatres). 2025-26 100% of PPG pupils have participated in enrichment activities. Personal Development curriculum fully implemented and referenced in parent meetings. 2025-26 Roadmaps for Personal Development in all year groups and individual passports in place for every child. Monitored by: SENDCO, SLT, DHT, Personal Development leader, LMC in termly LMC meetings			
Challenge 5 Behaviour and Engagement Children who are in receipt of Pupil Premium funding have at least the same behaviour and engagement standards as their peers	CPOMS incidents for PPG pupils reduced by 50% from current baseline. 2025-2026 Incidents reduced significantly from 163 last year by PPG pupils to 58. This is a reduction of 64.4%. Significant reduction in PPG pupils receiving suspensions. 2025-2026 Last year, 6 PPG pupils were suspended totalling 22 suspensions, compared to 1 child this year totalling 2 suspensions. Observations show calm, orderly classrooms with intentional seating plans. 2025-2026 Seating plans in place and line order for every class.			

	Persistent disruptive behaviour in classroom has reduced from 117 incidents last year, to 17 this academic year by 5 children (3 PPG pupils). Coaching logs (STEPLAB) evidence improved engagement for PPG pupils. 2025-2026 This needs to be a focus for next year as platform not utilised for this. Visitors including Trust Leads have report strong behaviour for learning on visits to the school. Monitoring by SLT, Behaviour lead, Pedagogy lead, LMC termly LMC reporting			
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