

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Archbishop Benson Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	88 22 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	05 December 2025
Date on which it will be reviewed	05 December 2026
Statement authorised by	Helen Giblett
Pupil premium lead	Holly Taylor-Browning
Governor / Trustee lead	Will Harwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,140
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	£115,140

Part A: Pupil premium strategy plan

Statement of intent

'I can do all things through Him who strengthens me' (Philippians 4:13)

At the heart of Pupil Premium is the importance of achievement for the life opportunities of our children. Our shared understanding and passion for this, along with our school motto

'With fun and learning, hand in hand, all things are possible.'

help us, with the best intent, to plan provision and content and provide a consistent richness of experience across the school for all Pupil Premium and Vulnerable pupils.

We strive to teach and support our Pupil Premium and vulnerable pupils in a way that reflects our shared purpose and Christian ethos, as well as encompassing our school values of Respect, Creation, Fellowship, Wisdom and Hope.

At Archbishop Benson C of E school, we ensure that teaching and learning opportunities meet the needs of all of our pupils. It is our intention to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We ensure that the appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals, are looked after by the local authority or are children of armed service personnel. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and Pupil Premium funding will be allocated to individual pupils, groups and classes and whole school approaches where needs are identified. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy seeks to close the gap in early reading development to enable all pupils to access teaching and learning throughout their time at school and to develop a love of reading. We recognise the importance of cultural capital and our curriculum reflects the lived experiences of our pupils, with opportunities for all pupils to develop their knowledge and skills from first-hand experiences in and out of school.

Our strategy is also integral to wider school plans for education recovery, including targeted support for pupils whose education has been worst affected by the onset of the Covid pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- focus on the improvement of the well-being of our disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Monitoring, assessments, observations, and pupil conferencing indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Transition meetings with Preschool and Early Years providers identifies lower than ARE attainment in the Prime Areas of learning prior to starting to school. Children are entering the setting working below age related expectations. Ensuring children are targeted through high-quality wave one teaching, targeted interventions and speech and language therapy is key to enable all children to make progress
2	Monitoring, assessments, observations, staff and pupil conferencing suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Disadvantaged pupils progress can be slower than that of non-PP and early identification of pupil need will support intervention planning and implementation. We aim to continually review and develop our

	phonics teaching, including the monitoring of new interventions to ensure we are raising standards to be in-line or above national age-related expectations for phonics.							
3	<p>Internal and external (where available) assessments indicate that reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years (, 2021-2022, 2022-2023, 2023-2024), between 72-94% of our disadvantaged pupils arrive below age-related expectations compared to an average of 43% of other pupils. This gap remains steady to the end of KS2.</p>							
4	<p>Our monitoring, assessments, observations, and pupil conferencing indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths fluency.</p> <p>Engagement in the Mastering Number Pilot through NFER will facilitate our teachers to develop higher quality targeted teaching that ensures all children are able to develop a fluency and flexibility with number that is described as 'good number sense'.</p> <p>These findings are supported by national research undertaken by: DfE, Rising Stars, OFSTED, NFER and FFT state that the impact of COVID 19 means that that the gap is widening.</p> <p>Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)</p> <p>Subject report series: maths - GOV.UK (www.gov.uk)</p>							
5	<p>Our monitoring, assessments, observations, and pupil conferencing and families have identified social and emotional issues for many pupils, notably pupils who have not had quality social or peer interactions during the pandemic and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>School have identified that are 21% pupils currently require additional support with social and emotional needs and are classed as vulnerable. 41% of Vulnerable pupils are PP and 50% of these pupils are currently receiving an intervention.</p>							
6	<p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 1 - 4% lower than for non-disadvantaged pupils. Last academic years data shows an increase in both percentage totals with the gap between PP and all pupils decreasing compared to the previous year.</p> <table border="1" data-bbox="363 1951 1407 2069"> <tr> <th></th><th>All pupils</th><th>Disadvantaged pupils</th></tr> <tr> <td>2021 - 2022</td><td>94.09%</td><td>93.13%</td></tr> </table>			All pupils	Disadvantaged pupils	2021 - 2022	94.09%	93.13%
	All pupils	Disadvantaged pupils						
2021 - 2022	94.09%	93.13%						

	2022 - 2023	94.60%	92.47%
	2023-2024	94.3%	90.1%
	2024-2025	95.7%	93.5%

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Monitoring, assessments, observations, and pupil conferencing observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Evidenced through 'Talk for writing'. Evidenced through Voice 21 Oracy assessment Framework.</p> <p>For 2025-2026 we have introduced 'Drawing Club' to provide further opportunities for pupils to engage imaginatively with stories and creating their own drawings, writing and narratives.</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/2025 showed the increase we were hoping with 69% of disadvantaged pupils meeting the expected standard which was above national average. For 2025-2026 we will continue to develop the Reading provision and maintain this increased attainment, continuing to close the attainment gap between PP and non-PP in reading.</p> <p>Improvement in phonics screening results with 76% of Year 1 pupils meeting the threshold for the assessment in 2024/25 with 86% of PP achieving this, a 19% increase on National data.</p> <p>Rigorous planning and approaches for teaching reading will be maintained in order to further close the gap for all pupils and maintain the increased attainment for PP pupils in 2025-2026. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and lesson drop ins.</p> <p>Developing a love of reading and a positive link with home through parent and pupil voice.</p>

Improved maths attainment and fluency among disadvantaged pupils	<p>KS2 Maths outcomes in 2024/2025 showed PP attainment at 63%, an increase of 2% on the national data. In 2025-2026 we will continue to develop the focus on fluency to further increase attainment data to 65% for PP pupils.</p> <p>Engagement in the Mastering Number Pilot will support our KS1 teachers to identify and close gaps in number knowledge and fluency.</p> <p>Rigorous planning and approaches for teaching Maths will be maintained in order to close the gap for all pupils in 2025-2026. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and lesson drop ins.</p>
Improved writing attainment among disadvantaged pupils	<p>The school are engaging in further training with the development of an English Team to lead Writing, Reading, Phonics, Spelling and Handwriting to ensure collaborative working and the sharing of best practice. No More Marking is being engaged with to ensure consistency within teacher judgements and the engagement in new writing modules to ensure accurate curriculum coverage</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Boxall Profile's identify focus pupils. Planned interventions support whole class, small group and individuals.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% to no more than 5.5% • additional support in place to facilitate persistent absents and punctuality for the most disadvantaged

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£39,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Formative assessment and summative assessment training. Introduction of new Sonar assessment tracker.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Our EoY assessments identify the need to accurately assess and monitor attainment and progress. Changes to assessment have seen further accuracy to support planning and next steps for pupils.</p> <p>Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom.'</p> <p>Department for Education (publishing.service.gov.uk)</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas,</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are</p>	1

<p>consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Our observations of oracy skills and the impact this has on pupil involvement in lessons, as well as cognition and learning, has led to continuing to implement oral language interventions.</p>	
<p>Purchase of additional training from a DfE validated Systematic Synthetic Phonics programme provider to secure stronger phonics teaching for all pupils. A focus on supporting lower attaining pupils through high quality and continually developed teaching and targeted interventions.</p> <p>Read Write Inc training for new phonics lead.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>We have seen the gap begin to close for our most disadvantaged through using this approach and will therefore continue to invest in this.</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance with a focus on fluency.</p> <p>Engagement in the Mastering Number Pilot to develop a fluency and flexibility with number, including being able to subitise, understand how numbers are composed and can be decomposed, compare quantities and see how numbers are related.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access NFER/CODE training/seminars.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Purchase of Jigsaw PSHE programme</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>At our school, we have seen the levels of the number of children who have SEL needs increase in recent years. The use of an incremental programme to support continual development throughout the school journey will benefit our pupils.</p> <p>Continuing the success of Jigsaw, we are further developing other aspects of the programme, to include developing children's resilience and our work with families.</p> <p>Jigsaw PSHE The Mindful Approach to PSHE, Well-Being, SEL</p>	<p>5</p>
<p>Thinking classrooms – lead training,</p> <p>Closing the attainment gap and helping every child reach their potential using questioning skills to develop oracy, metacognition, critical thinking, and self-regulation in a collaborative classroom.</p> <p>After achieving the Silver award at the start of 2025-2026 the school will maintain momentum in developing deeper thinking skills for all pupils.</p>	<p>EEF guidance suggests that metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>Feedback Toolkit Strand Education Endowment Foundation EEF</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Secure subject leadership in Reading and Writing in line with DfE and EEF guidance – new English team and embedded No More Marking</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Literacy in KS1</p> <p>Improving Literacy in KS2</p>	<p>3</p>
<p>QFT – staff audits, teacher to teacher coaching, evaluation of best practise and effective</p>	<p>EEF guidance suggests that metacognition and self-regulation approaches to teaching, support pupils to think about</p>	<p>1, 2, 3, 4</p>

T&L approaches, effective planning and Blue-Sky Days	<p>their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>Feedback Toolkit Strand Education Endowment Foundation EEF</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Staff audits and monitoring identified the need to improve the consistency in staff's delivery of QFT for all pupils, to impact our most disadvantaged.</p> <p>Making best use of teaching assistants document.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£29,681**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue Voice 21 Oracy project to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://voice21.org/understanding-oracy/</p>	1, 4
<p>Wave 1 and 2 interventions</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>This will follow on from RWInc phonics sessions</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

in the form of phonics tutoring		
Specialist Speech and Language provision from a registered SAL Therapist to develop the oracy of pupils with identified SAL needs who do not meet the NHS threshold	Oral language interventions have a huge impact on the academic attainment of pupils who have lower oracy skills. Research identifies this as a valuable way to support learner's use of vocabulary. Oral language interventions / EEF / Literacy Toolkit	2

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

Budgeted cost: **£46,139**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Further implementation of new behaviour policy. Follow up training for all staff with a focus on support staff.</p> <p>Character Education with a focus on Benchmark B.</p> <p>The school will develop Universal Behaviour Routines and develop training on the zones of regulation to ensure greater consistency across classes and further reduce pupils cognitive load.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognitive approaches that support pupils to think more independently Metacognition and self-regulation EEF</p>	5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training (e.g. attendance safe guarding briefings) and release time for staff to develop and implement new procedures in accordance with the develop the new role of the Assistant Head teacher and the Inclusion Manager to work</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

alongside the EWO to track and respond to trends and variations in attendance. First aid in the curriculum.		
Redevelopment of Pupil Premium and Disadvantaged Half Term Sports club funded by the school. We recognise that for some of our most disadvantaged pupils school can be a very challenging place. The development of a sports club offers those children and their families an additional positive link with school, which will impact on their academic attainment. Access to sports provision can be inaccessible for some of our families. This club seeks to close that gap.	There is some evidence to suggest that physical activities have important benefits in terms of health, wellbeing and physical development which in turn benefits the core academic attainment of pupils, particularly in literacy and mathematics. Physical activity / EEF (educationendowmentfoundation.org.uk)	5
Inclusion team TA's working to support the mental health and wellbeing of our most vulnerable and disadvantaged pupils as well as a focus on their academic attainment and progress. Inclusion lead 1x day a week Inclusion HLTA 1x day a week	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	5 4
Meet and Greet Emotionally available adults meet some children in the morning before school. In times of emotional need, these adults regulate the children before beginning academic learning. Senior leader meet and greet (HT and AHT's) every morning and afternoon on the gate. +2 EEF We have identified that Meet and Greet arrangements support attendance and arrival at school on time to begin the day happily.	Meet and Greet Emotionally available adults meet some children in the morning before school. In times of emotional need, these adults regulate the children before beginning academic learning. Senior leader meet and greet (HT and DHT) every morning and afternoon on the gate. +2 EEF We have identified that Meet and Greet arrangements support attendance and arrival at school on time to begin the day happily.	4, 5
Development of lunchtime provision. Play-pod resourcing and training.	Social and emotional learning Toolkit Strand Education Endowment Foundation EEF	4, 5

Review of lunchtime set up and schedule with development of pupil sports leaders and lunchtime buddies.		
<p>Subsidised residentials and significant trips.</p> <p>Provide further opportunities for pupils to access to wide and rich curriculum experiences in teaching through visits/visitors and other enrichment opportunities. These wider curriculum experiences form a key part in our curriculum that seeks to broaden children's cultural capital. By providing financial support to all disadvantaged families we ensure that all pupils have the opportunity to attend residentials and educational visits.</p>	<p>Subsidised residentials and significant trips.</p> <p>Provide further opportunities for pupils to access to wide and rich curriculum experiences in teaching through visits/visitors and other enrichment opportunities. These wider curriculum experiences form a key part in our curriculum that seeks to broaden children's cultural capital. By providing financial support to all disadvantaged families we ensure that all pupils have the opportunity to attend residentials and educational visits.</p>	
Funding music tuition – Rock Steady	Arts participation EEF Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts-based approaches may offer a route to re-engage older pupils in learning.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £115, 140

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 2024 to 2025 academic year.

Our internal assessments during suggest that the performance of disadvantaged pupils has remained lower than in the previous 4 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were not fully realised due to higher levels of SEMHC developing within the school's demographic and further focus needing to be planned in this area. The school has continued to focus on SEMHC levels through targeted support and intervention. Results in writing have been impacted by the support for SEMHC.

Writing has been a focus for the school as part of our PP statement and school development plan. We have seen writing change from 46% in 21/22, 44% in 22/23 – both significantly below national average. Writing for 23/24 was 62%, which is a 3% above the comparative school. Writing has seen a further dip to 50% during 2024/2025 which is 8% below national data. The school are engaging in further training with the development of an English Team to lead Writing, Reading, Phonics, Spelling and Handwriting to ensure collaborative working and the sharing of best practice. No More Marking is being engaged with to ensure consistency within teacher judgements and the engagement in new writing modules to ensure accurate curriculum coverage.

KS2 reading outcomes in 2024/2025 showed the increase we were hoping with 69% of disadvantaged pupils meeting the expected standard which was above national average. For 2025-2026 we will continue to develop the Reading provision and maintain this increased attainment, continuing to close the attainment gap between PP and non-PP in reading.

Improvement in phonics screening results with 76% of Year 1 pupils meeting the threshold for the assessment in 2024/25 with 86% of PP achieving this, a 19% increase on National data.

KS2 Maths outcomes in 2024/2025 showed PP attainment at 63%, an increase of 2% on the national data. In 2025-2026 we will continue to develop the focus on fluency to further increase attainment data to 65% for PP pupils.

Engagement in the Mastering Number Pilot will support our KS1 teachers to identify and close gaps in number knowledge and fluency.

Disadvantaged pupils current attainment for the last academic year:

Measure	End of KS1 Attainment from SATs and teacher judgements 12 pupils	End of KS2 Attainment from SAT's 16 pupils
Reading	58%	69%
% at expected+ attainment in reading		
% at greater depth in reading	8%	25%
Writing		
% at expected+ in writing	67%	50%
% at greater depth in writing	17%	13%
Mathematics		
% at expected+ in mathematics	58%	63%
% at greater depth in mathematics	8%	13%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and we continue to see the impact of this on our pupils.

Phonics screening results for last academic year:

86% (6/7) of PP pupils passed the phonics screening compared to 75% of non-PP and compared to the full cohort of 76%. National 67% (disadvantaged)

Further training and development of the RWInc tutoring sessions has further supported us in closing the gap between PP and non-PP pupils and remains a focus for the next academic year.

EYFS: 67% of the total cohort achieved a GLD. Literacy remains an area for development with a focus on writing as this remains below Cornwall by 5% and national by 3%.

	All pupils	Disadvantaged pupils
2021 - 2022	94.09%	93.13%
2022 - 2023	94.60%	92.47%
2023-2024	94.3%	90.1%
2024-2025	95.7%	93.5%

At times when pupils were expected to attend school, absence among disadvantaged pupils was 3.72% higher than their peers. This gap is why attendance is a focus of our current PP plan. During 2022-2023 the provision in place to support attendance helped to begin to close the gap. We were seeing a steady increase in PP attendance, with an increase of 2.23 over 3 years. There was a drop in the 2023-2024 academic year but last year (2024-2025) we were able to increase PP attendance again. The appointment of a new attendance lead who has completed up to date training is support the school in developing new strategies to improve pupil attendance over the next 3 years. We remain focussed on supporting school refusers and children with persistent absence or lateness.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in the previous academic years and it was not possible to completely resolve this in two years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, introducing Boxall profiling to support a better understanding of individual and class needs and targeted interventions where required. We are continuing to building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We hired a PP HLTA for an afternoon a week dedicated to the emotional wellbeing and for 2 other half days a week dedicated to the academic achievement of service children. They help pupils create 'photo books' as gifts for their families who may be deployed, and are going to make photo journals to stay connected to their deployed parents and remember positive times when the family were and will be together again.</p> <p>Collaborative learning approaches Toolkit Strand Education Endowment Foundation EEF</p> <p>A new focus on the military child will take place during th 2024-2025 academic year. This will be about the pupils</p>

	securing their place in the community at school and the school celebrating them and their families.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to continue to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular and enrichment activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We plan to review our evaluation framework over this academic year to ensure we have a robust and secure framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.